

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: Imagine Elementary at Camelback	NCES ID# 040044502676	CTDS# 078519101	Entity ID 88366
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Superintendent Signature_____ **Date**_____

Federal Program Director Signature_____ **Date**_____

Arizona Department of Education

School Improvement Grant LEA Application for Tier I, Tier II and Tier III

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 2010-2011 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
Imagine Elementary at Camelback	040044502676	078519101	88366	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 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.

LEA

Imagine Elementary at Camelback is a subsidiary of Imagine Schools Corporation – one of the three largest education providers in the United States serving over 36,000 students in grades K–12 in eleven states and the District of Columbia. Imagine Schools is regarded as one of America's most promising charter school models. The organization has validated success in propelling nearly 90 percent of its public charter schools towards achievement in reading and math learning gains greater than those experienced by their peers in traditional public schools. The national organization operates within a regional organizational structure under the direction of a regional administrator to facilitate service delivery that is efficient, systematic, and with a significant degree of autonomy. Imagine Elementary at Camelback is organized under the Arizona southwest region and contains schools in metropolitan Phoenix, Coolidge, Sierra Vista, and Metropolitan Las Vegas, NV.

The educational goal of Imagine Schools is to assist parents and guardians in providing a charter school option that offers a challenging program of study with a balance between academic and character development. Integrity [the balance between teaching and modeling of character development and academic achievement], justice [unique and appropriate treatment for every individual], and fun [an environment where all stakeholders participate in educational, economic, and administrative decisions and take responsibility for the results] are the cornerstone or shared values of all Imagine schools.

The Imagine Corporation has a validated record of demonstrating experience and success in employing qualified and certified staff to deliver services to meet the academic, special education, and character education needs of students from a myriad of community demographics. Each school within the Imagine group has autonomy of leadership under the direction of a building principal with the support of the regional administrative office for services of a contractual nature. Principals have the responsibility for selection of qualified and certified staff members

from a pool of pre-screened candidates. It is the objective of Imagine Schools to have as many teachers, support personnel, and special educators become direct employees as possible. Directors of special services provide oversight in collaboration with the school principal. The regional office provides and coordinates subcontracted services that support special education services.

The School

Imagine Elementary at Camelback is a non-profit K-5 Elementary Charter School with an enrollment cap of 568 students. The CHAR 55-1 reports indicate the enrollment has steadily increased from 127 students in fiscal 2007 to 305 students on the 100th day of the 2010 fiscal year.

The catchment area for Camelback is predominately characterized as a section of Phoenix with a diverse ethnic population; high unemployment; high poverty, gang activity and crime levels; latch key kids; absence of positive role models and mentors in the home; low parental involvement in the school community; and little comprehension of “community” as a positive factor in academic development. Each of these factors presently contributes to the engagement of the school in counteracting risk factors first and improving achievement second.

Current demographic data indicates that Imagine Elementary at Camelback has a diverse cultural population.

Students By Ethnicity	
Hispanic	74%
Black	11%
White	11%
American Indian/Alaskan Native	4%
Asian/Pacific Islander	1%

The student population is predominately male.

Students by Gender	
Male	56%
Female	44%

The stated mission of Imagine Elementary at Camelback is to provide students with a world-class learning opportunity by maintaining a caring, safe environment, utilizing effective teaching and instructional strategies, offering a challenging curricular, involving parents and community, and by promoting moral/character education and community service.

Imagine Charter Elementary at Camelback, Inc. opened for students in August of 2006. The K–5 school is organized around defined challenging academic standards integrated with Arizona Standards in such a way as to build upon a solid content base in each academic area. The curriculum implemented is representative of the Imagine organization’s educational research and the best thinking of the school’s educational professionals tempered with input from business and community leaders as well as parents. Core literacy is organized around the Houghton Mifflin reading/writing/mathematics curriculum, and Harcourt Science and Social Sciences. Each of these contains designated “best practices” strategies that have been aligned with Arizona Standards.

The most recent publication of National School Lunch Program [NSLP] participation reports available on the Arizona Department of Education Website contains data from October 2009. During that period there were 452 [Elementary and Middle School] students eligible for participation in NSLP. 299 students were classified as eligible for free meals; 25 students were eligible for reduced meals; and 128 students were classified as paid meals. The combined total eligible for free and reduced meals was 71.68%. The Arizona state average is 38%. Current year data that has been submitted to the NSLP department and will be on the web site shortly will show that the combined total for free and reduced meals is 85%.

Camelback provides a safe and secure environment for the operation of an elementary educational program. Classroom facilities, recreational facilities, the cafeteria, restrooms, and access to appropriate educational materials for academics are available. The school site has a fenced playground area that is accessed only by going through the school facility or through a gate that is locked when children are present. Teachers and instructional assistants are at assigned duty posts before and after school. Assigned duty posts include major street crossings, primary entry/exits, traffic areas, and perimeter.

The Imagine Elementary Charter at Camelback was designed to accommodate a student population approaching 600 students. Adequate ancillary facilities [multi–purpose/cafeteria; library; computer lab; technology networks, and large classrooms] are in place and readily available for use.

The Imagine at Camelback facility meets all city and State Fire Marshall’s codes. The facility is designed to accommodate students with disabilities through inclusion of equal access requirements. The building has an elevator for upper floor access. Hallway, classroom and interior doors are all handicapped accessible. All restroom facilities are handicapped accessible. Several rooms contain adult sized furniture to accommodate the adult literacy program included in our project proposal. In keeping with Arizona law, the facility is a smoke free and drug free zone.

The Staff

Camelback’s staff for the 2010 school term consists of 2 administrative personnel [1 FTE Principal and 1 FTE business Manager]; 14 FTE teaching staff members [11 of 14 meeting highly qualified status– 8 are first–year teachers and 12 are new to their position]; 4 FTE classified instructional/supervisory assistants who work with reading deficient and ELL students; and 3 FTE Support specialists [PE/ART/ Computer].

Kindergarten has been offered as a full-day program.

All personnel employed by the school and working as volunteers have undergone extensive background checks, including Arizona fingerprinting.

The majority of the instructional staff is certified Arizona elementary teachers and have the appropriate elementary grades endorsements. All instructional assistants meet highly qualified requirements. All instructional personnel and all building support staff report directly to the building principal. Any specialty teachers working through the regional office report to the principal initially, with supervisory responsibilities executed by the Director of Special Services at the regional level. The principal's immediate supervisor is the regional director.

Camelback measures academic performance of all students and schools based on same-student learning gains from beginning to year end. Typically, many new enrollees enter Camelback below grade level – gaining less than a year of proficiency for each year they have been in school.

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.

As illustrated in section A.1 the Imagine Schools organization and Imagine Elementary at Camelback ascribe to and support an educational goal of assisting stakeholders, and in particular parents and guardians, in their quest for an educational program that offers a balance between a challenging academic program and character development. Definitions of the strong belief that Integrity, justice, and fun must be present in sufficient quantities and in a quality program were also outlined in significant detail. As an educational management organization with educational programs in 11 states serving over 36,000 students, Imagine Schools is dedicated to replicating and/or modifying what has been a successful academic achievement model.

The vision of Imagine Schools has been to put teachers and school leaders entirely in charge of the decisions affecting the schools they serve. Accountability for the desired outcomes also rests with the teachers and school leaders. As an organization with extensive experience with research-based business models and educational programming, Imagine has identified “Six Measures of Excellence” that are at the core of the decision-making by teachers and school leaders at the local level:

- A shared belief or value that integrity, justice, and fun as defined in A.1 facilitate the direction of behaviors around common themes;
- Parent choice and degree of satisfaction are reliable indicators of school quality;
- Academic achievement balances core literacy instruction and the arts as measured by learning gains AND proficiency;

- Positive Character Development in the academic process is high priority in a model seeking positive behavioral and achievement growth;
- Stand-alone economic stability is the best indicator of long-term academic potential;
- The development of new schools enhances the potential of Imagine to reach more families, students, and professional educators with growth opportunities.

A variety of research projects over the last two decades [Education Research Report] have concluded that commonalities exist among the most successful educational programs or reforms. Included in that list of significant essential elements are: [1] a sense of purpose or clear, focused mission; [2] a high level of expectation for all students; [3] Strong leadership vested in the principal and teaching staff; [4] on-going monitoring of student progress that is overt and purposeful; [5] optimal learning environments that provide both opportunity and time to focus on a specific task or objective; [6] Learning environments that are orderly and free from threat of any harm; and [7] involvement of the parents, guardians, and community in the learning process.

The climate and culture as described in section A.1 contain many risk factors for Camelback students. There is a disparity in the value and belief system of the stakeholder group and the learning environment the school is attempting to create. The educational management organization [Imagine] and the school attendance center [Imagine at Camelback] share a common view of the mission and process to improve achievement. There is a significant gap between the perceptions of the organization and instructional stakeholders and those of the prevalent community stakeholder. Bringing those two closer together as partners in the process appears to require more concerted effort that can presently be provided.

Imagine Elementary at Camelback takes its mission to provide every opportunity for its students to be successful learners seriously. A school improvement team has been organized to assess strengths and weaknesses, develop goals and objectives for improvement, and to continue implementation of the improvement efforts. The Regional Director, School Principal, Reading Specialist, Data Coach, Upper Grades Academic Leader, Primary Grades Instructional Leader, Testing Coordinator, Regional Curriculum and Instruction Specialist, the SPED Site leader, a Regional Elementary Principal Experience in school turn around, and Parents from the School Site Council began their planning in 2009. Recommendations for administrative staff, instructional staff and curriculum changes were initiated prior to the start of the 2010 school year.

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.

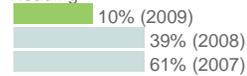
In organizing the data available on student achievement, our planning team looked at three sets of data from the last three consecutive years. That data is the most current available and includes all three fiscal years of operation prior to the current year in the history of the school's operation. We have every piece of data available from the first year of operation to the present to review.

The first analysis was conducted on AIMS results for grades 3-4-5 for 2007, 2008, and 2009. The purpose of AIMS to measure student progress towards adopted state standards. The goal is for all students to meet or exceed the state standards on the test. Students must pass the grade 10 AIMS test in order to graduate by the end of the 12th grade.

AIMS Results

Grade 3

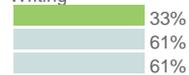
Reading



The state average for Reading was 72% in 2009.

The significant finding here is that MOST third grade students fell far below the standard in 2009 AND that the score declined in each of the years if 2007 is used as the baseline data point.

Writing

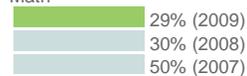


(2009)
(2008)
(2007)

The state average for Writing was 79% in 2009.

The significant finding is that MANY third grade students fell far below the standard in 2009 and that the overall score had declined over the period analyzed.

Math



The state average for Math was 72% in 2009.

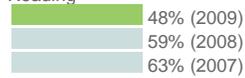


Source: AZ Dept. of Education, 2008-2009

While not as significant by percentage MANY third grade students fell far below the standard in 2009. The annual decline of Third grade mathematics scores was very evident, but not as pronounced as in reading.

Grade 4

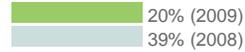
Reading



The state average for Reading was 72% in 2009.

MOST fourth grade students gave evidence of a decline in reading scores during each of the 3 successive years. However, the degree of decline was not as substantial as it had been grade 3.

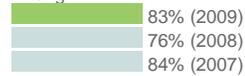
Science



The state average for Science was 58% in 2009.

Most fourth grade students demonstrated a significant decline in science test scores over the three year period.

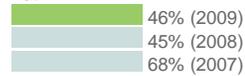
Writing



The state average for Writing was 83% in 2009.

Many of the fourth grade students remained relatively stable during the three year comparison.

Math



The state average for Math was 74% in 2009.

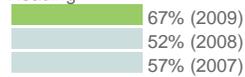


Source: AZ Dept. of Education, 2008-2009

Most 4th grade students demonstrated a significant decline if the mathematics achievement level from year 1 to year 3.

Grade 5

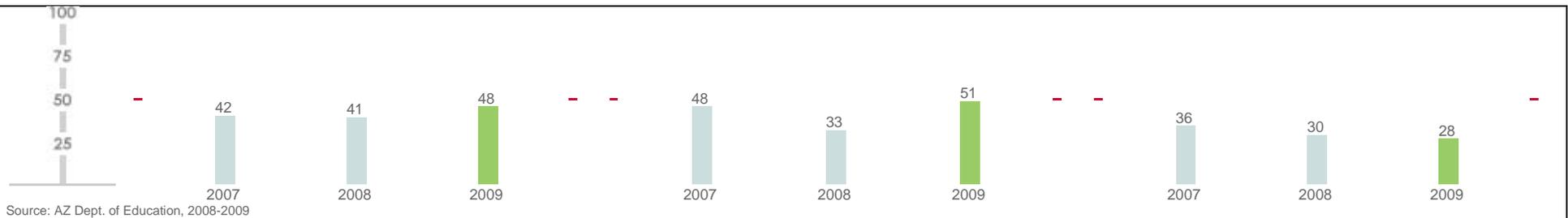
Reading



The state average for Reading was 73% in 2009.

Many 5th grade students fell below the state average in mathematics but did demonstrate an increase of 10 percentile percentage points over the 3-year period. However, it is significant of point out that in following these third grade students through the three-year period from 2007 to 2008 to 2009, their scores were 61%, 59%, and 67% respectively. This suggests that while their historical scores for MOST fell below the state average





The analysis of Terra Nova test data over the sustained period would appear to produce the same trend in academic achievement as illustrated by the AIMS test data: Camelback students were not making a sustained growth in academic growth in the core literacy areas. In comparing the benchmarks for each successive year by grade level AND by following each of the grades through the cycle it is readily apparent that the growth in academic achievement has not met the improvement targets required to indicate an acceptable, sustained improvement in academic achievement.

In analyzing the contributing factors to the unsatisfactory improvement in academic achievement as reflected in disaggregated testing data, the improvement team identified: [1] High leadership turnover during the three-year history of Camelback Elementary; [2] A high annual turnover of instructional staff; [3] An insufficient number of leadership and instructional support staff [i.e. assistant principal, highly qualified instructional assistants]; [4] A high rate of student transiency amplified by the sudden economic downturn {as measured by the Power School Attendance Reporting Program student attrition ranged between 33% and 67% over the three-year span}; [5] An abnormally large number of first-year teachers working without appropriate mentoring and support; A Lack of adequate resources for implementation sufficient intervention activities; [6] Absence of consistency in operational procedures as implemented by multiple building principals; and [7] low expectations for teachers, students, and potential for improvement of academic achievement.

On that basis, the school improvement team recommended and the governing board approved a re-organization of Camelback elementary for fiscal 2010. That decision is reflected in the staffing information description contained in Section A.1.

AZ LEARNS Achievement Profiles

Arizona uses AZ LEARNS Achievement Profiles to indicate schools' overall performance each year. Schools are identified as Excelling, Highly Performing, Performing Plus, Performing, Underperforming, Failing to Meet Academic

For elementary and middle schools, the profiles are based on current and historical aggregated AIMS results, MAP results and whether or not the

school made Adequate Yearly Progress (AYP).

In 2007–2008 and 2008–2009 Imagine Elementary at Camelback was designated "Performing" by the Arizona Department of Education.

Source: AZ Dept. of Education,

Current Assessment

At the start of the 2010 school year, Camelback Elementary initiated the use of Galileo assessment data to establish benchmarks in reading and mathematics. Those benchmarks have been used to measure on-going progress of students in those core literacy areas. One of our priority objectives has been to regularly monitor reading and mathematics instruction and the progress made that will result in all students eventually reaching satisfactory levels of achievement.

The significance of the Galileo systems approach for Camelback Elementary is that our teachers, principal, and improvement team members have access to “real time” data for making decisions about lesson design, instructional practices, and re-direction of strategies.

The two summative tables I and II below illustrate the almost immediate success that has been generated in the core literacy areas of reading and mathematics. A quick look at the benchmark data from the start of the school term compared to the most recent assessment period illustrates the positive growth being made. Without this data Camelback would ordinarily be waiting for results from the annual ADE assessments.

TABLE I
Camelback Elementary NCE Average on Benchmark
Reading GalileoAssessment 2009/10

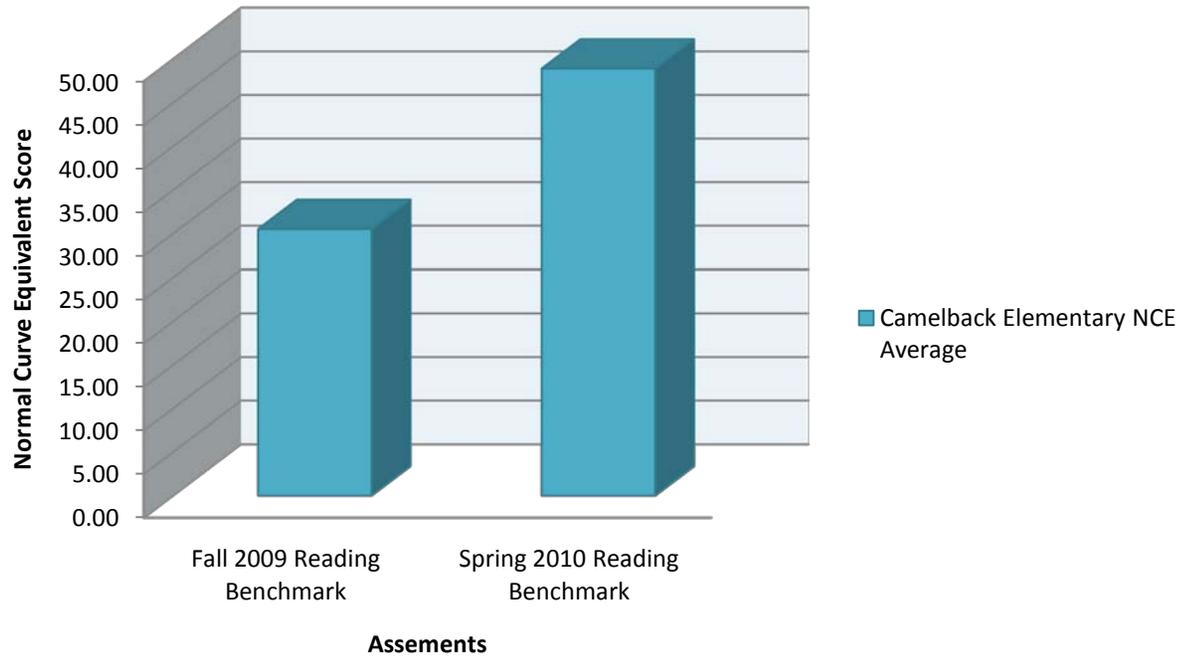
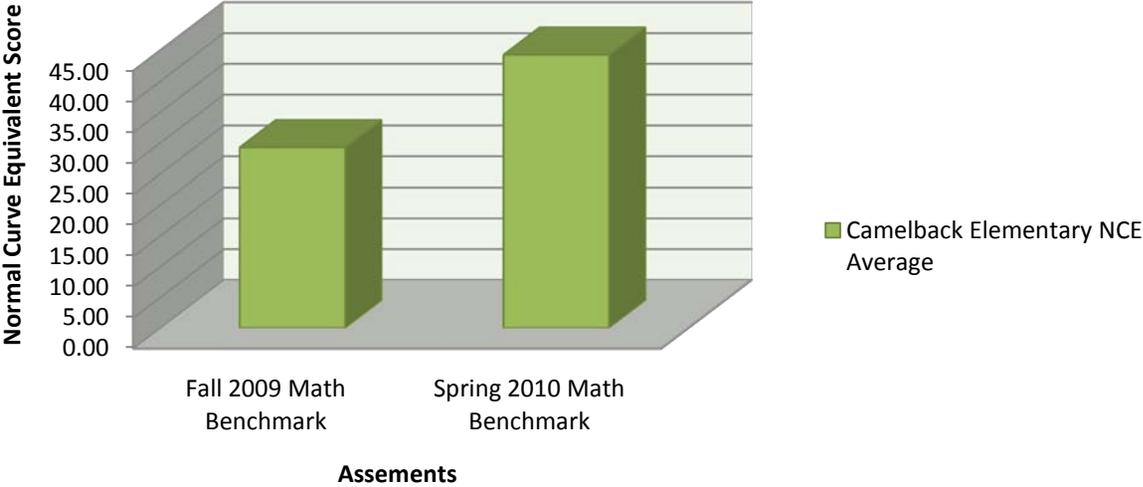


TABLE II
Camelback Elementary NCE Average on Benchmark
Math Galileo Assessment 2009/10



****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)	2009-2010 Optional
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)		Turnaround	Continuation of turnaround
AYP status	Did Not Make AYP	Did Not Make AYP	TBD
Which AYP targets the school met and missed	Missed: Net % Tested, Met: ADM, AMO	Missed: Test Objectives Met: Attendance Rate; Net % Tested	TBD
School improvement status	Performing	Performing	TBD
Number of minutes within the school year	1268	1254	1240 calendared
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	The average proficiency level for students in grades 3, 4, and 5 did not meet or exceed the state average for Reading in 2008. [See pages 8,9, 10] Subgroups B, ELL, &	The average proficiency level for students in grades 3, 4, and 5 did not meet or exceed the state average for Reading in 2009. [See pages 8,9, 10]	The average proficiency level for students in grades 3, 4, and 5 has shown improvement as measured by the Galileo assessment but does not appear to meet or exceed the state average for Reading reported in

	<p>SPED at 3rd grade, subgroups Ell & SPED at 4th grade, and Subgroup ELL at 5th grade did not meet proficiency levels in Reading.</p> <p>The average proficiency level for students in grades 3, 4, and 5 did not meet or exceed the state average for Mathematics in 2008. [See pages 8,9, 10]</p> <p>In Mathematics Subgroups B, H, I, ELL, and SPED at 3rd grade; Subgroups ELL and SPED at 4th grade, and Subgroups B, ELL, and SPED did not meet proficiency levels.</p>	<p>Subgroups</p> <p>The average proficiency level for students in grades 3, 4, and 5 did not meet or exceed the state average for Mathematics in 2009. [See pages 8,9, 10]</p>	<p>2009. [See pages 14 & 15.]</p> <p>The average proficiency level for students in grades 3, 4, and 5 has shown improvement as measured by the Galileo assessment but does not appear to meet or exceed the state average for Mathematics reported in 2009. [See pages 14 & 15.]</p>
<p>Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup</p>	<p>3rd Reading – 97% participation. All Subgroups at 100% except: [H]</p> <p>4th Reading – 92% participation. All subgroups at 100% except : [H – 88%]</p> <p>5th Reading – 100%</p>		

	participation. All Subgroups at 100% except: [A, I not represented]		
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			
Percentage of limited English proficient students who attain English language proficiency	2%	23%	8% * *Influx of monolingual non-English speaking students
Graduation rate	N/A	N/A	N/A
Dropout rate	N/A	N/A	N/A
Student attendance rate		89.82%	92.3% YTD
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	N/A	N/A	N/A
College enrollment rates	N/A	N/A	N/A
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	150 students 83 referrals	150 students 91 referrals	387 Students 96 referrals

	30 long-term suspensions for vandalism, fights, and weapons.	33 long-term suspensions for vandalism, fights, weapons.	4 Long-Term Suspensions for possession of bb guns 10 Long-Term Suspensions for Fighting 12 Long-Term suspensions for Vandalism
Truants	Not properly recorded	16 Withdrawn after 10 consecutive days	YTD 12 students dropped or withdrawn after 10 consecutive days of unexcused absences.
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system	15 Teachers 12 were ranked as ineffective as determined by more 1's and 2's on the evaluation system. Contracts were not renewed for all 12 of those teachers.	20 Teachers 12 were ranked as being ineffective by rankings of 1&2 on the evaluation system. The contracts were not renewed. 2 additional teachers were ranked as marginal with more 1's than 2's or three's and left prior to a recommendation for non-renewal.	
Teacher attendance rate	86%	90%	92% YTD

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 school 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?
<p>Standard 1: Leadership Systems</p>	<p>[1] Charter holder commitment to administrative support and professional development.</p> <p>[2] Expectations and resources aligned with achievement goals.</p> <p>[3] Sustained commitment to shared decision-making.</p> <p>[4] Strong emphasis on teacher leadership.</p> <p>[5] Two-way communication with stakeholder groups promoted.</p> <p>[6] Administrator growth plans include standards and rubrics for school improvement.</p>	<p>[1]Improvements needed in reporting and data entry to increase % of students tested.</p> <p>[2]Data entry improperly entered created integrity errors.</p> <p>[3] Inadvertent omission of data entry led to non-compliance designation.</p> <p>[4] Monitoring of instruction correlated with AZ standards requires more frequency.</p> <p>[5] Professional development and data driven coaching for classroom teachers requires strengthening.</p> <p>[6] Professional development on integrating technology with assessment and data analysis requires strengthening.</p>	<p>[1] Highly Qualified instructional coaches will be utilized to train all staff in effective instructional techniques.</p> <p>[2] Curriculum coordinators will be utilized to align all curriculum with standards and train staff on lesson design and delivery.</p> <p>[3] All erroneous and omitted data will be re-entered. Going forward all data will be entered in conjunction with supervision and training.</p> <p>[4] Leadership will ensure design, implementation, and reporting of effective monitoring, evaluation, and review of curriculum and instruction.</p> <p>[5] HQ teachers will be priority recruits and receive signing and achievement bonuses.</p> <p>[6] A school improvement coordinator will be utilized to facilitate implementation of a continuous</p>

			improvement process.
Administrators are chosen for getting results, influencing others and willingness to change	<p>[1] A research-based selection process for administrators has been validated for replication.</p> <p>[2] Recruitment is focused on identifying the best possible pool of internal and external candidates.</p> <p>[3] An established set of criteria is utilized in screening all potential candidates and identifying a cohort group for interviews.</p> <p>[4] The screening and interview process engages stakeholders [regional administrators, teachers, community members, and parents] in the process.</p> <p>[5] The systematic process includes extensive background checks, on-the-job observation, feedback, oral, written, and human interaction experiences.</p> <p>[6] Consensus is used in rank-ordering candidates.</p>	<p>[1] It is difficult to break the mold of automatically promoting from within the organization. The perception that a dedicated teacher has “paid their dues” and is imminently qualified for a leadership role upon the completion of an advanced degree and a number of successful years of teaching experience is still predominant within the education community.</p> <p>[2] A training program for “in house” candidates is under development at Imagine and will help move the schools towards more effective leadership over time. The focus must continue to shift from “buildings, budgets, and busses” or the managerial administrative style to the “teacher of teachers” focus.</p> <p>[4] Imagine and other schools need to put in place as quickly as possible a system that identifies those leaders with diagnostic, data driven decision-making, and mentoring skills.</p>	<p>[1] Imagine at Camelback made a decisive move to replace the principal at the end of the 2009 school term using the process described.</p> <p>[2] Interim feedback and formal evaluation based on outcomes in student achievement that an administrator with the skills to change focus of the instructional program, to identify and lead a cohort of effective teachers, and change course as necessary to move students towards achieving in a standards-driven curriculum is underway.</p>
District has a comprehensive plan for recruiting and retaining highly effective teachers and leaders.	<p>[1] Imagine has a nation-wide recruiting program that provides access to most of the top-ranking teacher preparation programs across the country.</p> <p>[2] The selection process mirrors that</p>	<p>[1] A nation-wide recruiting program often entails relocation for prospective teachers.</p> <p>[2] Existing statutes in Arizona are restrictive with respect to paying expenses for interviews and relocation.</p>	<p>[1] Imagine will continue the nationwide recruiting program in the near future.</p> <p>[2] By improving our marketing techniques we can enhance our potential to attract top quality teachers and</p>

	<p>identified above for administrators with the exception of pre-screening of all applicants by the regional office.</p> <p>[3] The selection instruments used are research-based.</p> <p>[4] Imagine Schools has an established relationship with many of this country's top-ranked teacher preparation institutions and the Teach For America program – a key to securing HQ staff members.</p>	<p>[3] The economic downturn has markedly reduced employment opportunities for a spouse.</p> <p>[4]The economic downturn has made it more difficult for Arizona to be competitive with respect to salaries and fringe benefit packages.</p> <p>[5] Since each of these are personal monetary issues to be considered by candidates, the only viable solution would appear to be providing signing bonuses to attract the top quality teachers.</p>	<p>support personnel.</p> <p>[3] Improvement Funds can be utilized to improve salary enhancements for HQ and highly successful teachers.</p> <p>[4] HQ teachers can be paid stipends from improvement funds for mentoring developing teachers.</p> <p>[5] Continuation of proposition 301 funding by the Arizona legislature has the potential to provide merit compensation and enhanced benefit compensation motivating teachers and support staff to re-locate to Camelback.</p>
<p>There is a process to evaluate principals' abilities to demonstrate behavioral competencies of instructional leadership</p>	<p>[1] The Imagine Schools and Camelback Elementary utilize the Educational Leadership Standards as adopted by the National Policy Board For Educational Administration as the basis for evaluation of the school leadership.</p> <p>[2] The evaluation model organizes the functions that help define strong school leadership under six standards representing the broad, high-priority themes that education leaders must address in order to promote the success of every student. These six standards call for:</p> <ol style="list-style-type: none"> 1. Setting a widely shared vision for learning; 	<p>[1] Pressures of Finance, data driven decision-making, family considerations, and political implications motivate successful administrators and potential administrators to seek roles outside education.</p> <p>[2] Self-evaluation components are not always fully understood by novice leadership staff attempting to examine their own performance on a set of established standards as both an on-going and summative process.</p> <p>[3] Stakeholder input into the evaluation process involving feedback from school staff, parents, and community leaders on standards is not operating at a high level.</p>	<p>[1] The research-based Educational Leadership Standards model has been nationally validated as an effective model for constructive measurement of leadership competency.</p> <p>[2] The model is constantly under review and revisions made as warranted by independent research. This process insures objectivity in the measurement of established criteria that support the</p>

	<p>2. Developing a school culture and instructional program conducive to student learning and staff professional growth;</p> <p>3. Ensuring objective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;</p> <p>4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;</p> <p>5. Acting with integrity, fairness, and in an ethical manner; and</p> <p>6. Understanding, responding to, and influencing the political, social, legal, and cultural contexts.</p> <p>[3]The regional director and regional supervisors are responsible for two formal evaluations annually that consist of observation, feedback, written summative reporting, and recommendations for improvement.</p> <p>[4] Each principal is responsible for conducting a self evaluation using the same six standards.</p>		<p>improvement of achievement as implemented by the leadership staff.</p> <p>[3] Members of the regional staff that conduct the formal evaluation process have been trained to administer the model in a consistent manner.</p> <p>[4] The self-evaluation component allows the opportunity for leadership staff to examine their own performance on a set of established standards as both an on-going and summative process.</p> <p>[5] An optional component that provides for input/feedback from school staff, parents, and community leaders on the same six standards requires investment of time with stakeholder groups.</p>
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<p>The LEA aligns personnel evaluations to effective instructional performance.</p>	<p>[1] A formal and informal personnel evaluation system is in place. Both types provide for feedback directly to the teacher on objective articulation, knowledge and enthusiasm, monitoring of instructional outcomes, evidence of use of one of nine instructional strategies, higher ordered questions, student engagement, feedback, recognition of student work, standards and cooperative learning activities present, clear and focused purpose and other essential elements of instruction.</p> <p>[2] A self-evaluation component is present.</p>	<p>[1] Formal and informal evaluation responsibility rests primarily with the principal. There is no support administrator to delegate non-instructional tasks or activities to.</p> <p>[2] All mentoring and job coaching is the responsibility of the building principal.</p> <p>[3] There is not adequate time allocated to the supervisory aspects of the evaluation of effective instructional performance.</p> <p>[4] Additional support personnel are appropriate use of improvement funding in this environment.</p>	<p>[1] Imagine at Camelback has a plan in anticipation of funding from the 2010-11 component of the improvement grant to rectify the administrative support personnel shortage.</p>
<p>The LEA has a process and procedures in place to exempt schools from district policies that restrict innovation; i.e. staffing, budgeting, and scheduling.</p>	<p>[1] Imagine Schools Corporation has an adopted set of policies and procedures.</p> <p>[2] Adopted policies/procedures specifically vest decision-making for the operation of the school with the administrator, staff, and planning team with input from parents.</p> <p>[3] All employment decisions are determined at the school level.</p>	<p>[1] Leadership has not always exercised the flexibility and latitude available.</p> <p>[2] Innovations in approaches to staffing, curriculum, the use of technology, calendar and daily schedules, use of fiscal resources, and other options have been passed over in favor of a “traditional” approach to schooling derived from the experience or comfort level of decision-makers.</p> <p>[3] In many cases the daily schedule</p>	<p>[1] Imagine at Camelback’s school improvement team has identified the leadership of a technical resource person and staff development in the area of integrating the wealth of technological applications available as a priority in the turnaround process.</p> <p>[2] Much of the basic technology is in place. The training of staff on applications will enable them to make use of that available interoperable</p>

	<p>[4] The regional/district level provides recruitment and screening of applicants, but the final employment decision rests with the school leadership team.</p> <p>[4] Imagine regards each school as an individual LEA. Therefore they are responsible for their own individual budget, including staffing salaries, rent, utilities, etc.</p> <p>[5] The school also is responsible for developing their own scheduled based on the needs of the individual school and community with which they serve.</p>	<p>and calendar are mirror images of those used by the traditional public schools in the area as a convenience to stakeholders who may have students attending traditional secondary schools.</p> <p>[4] Technology is an area that is underdeveloped and utilized at Camelback. A large number of beginning staff members do not possess the transfer skills between personal use and classroom applications.</p> <p>[5] Most staff do not have the technical knowledge to set up, operate, and manage networks in an educational environment.</p> <p>[6] There is a need for technical person on staff to provide those services.</p> <p>[7] Training in the application processes is critical for all staff.</p> <p>[8] Resources and their availability are always a limiting factor in restructuring a less than effective program. In a time where the school is impacted by declining revenues from statutory sources the leadership team has become more protracted into a survival mode at a time when change is required.</p>	<p>technology.</p> <p>[3] The school improvement team identified staff development and mentors for teachers with the special knowledge necessary to assist in transitioning the new staff members in place as a priority.</p> <p>[4] The school improvement team is committed to making changes focused on the contribution to the academic growth and development of students.</p> <p>[5] The addition of leading edge reading technology [Kindle] has been identified as a priority.</p>
<p>District has a plan to monitor implementation of the intervention model or school improvement plan. This</p>	<p>[1] Camelback Elementary has in place WIG (Wildly important Goals). The leadership team continually reviews the</p>	<p>[1] In the past there has not been an effective link between the progress data being reported and the design of</p>	<p>[1] The turnaround process has begun with the replacement of the school leadership and a number of instructional</p>

<p>would include processes to be used, timelines, benchmarks, consequences, etc.</p>	<p>progress of the ASIP.</p> <p>[2] The school improvement plan is translated into and adopted as school wide goals.</p> <p>[3] The academic progress of students towards these goals and the standards to which our curriculum are aligned are reported on a quarterly basis.</p> <p>[4] The effectiveness of the school staff and leadership is evaluated on the progress towards those goals and standards.</p>	<p>instruction for the students in the classroom representing a variety of deficiencies in core literacy skills.</p> <p>[2] There is evidence that the principal and a number of instructional staff are not fully effective. [At the end of 2009 the turnaround process was initiated with the replacement of the school principal and a significant portion of the instructional staff who did not satisfactorily demonstrate an ability or willingness to incorporate progress towards standards as a sequential and planned process.]</p> <p>[3] The new leadership team is in need of additional support in terms of managing, interpreting, and utilizing the data for instructional leadership.</p> <p>[4] The staff presently in place requires training and mentoring in the application of data driven decision-making.</p> <p>[5] Significant numbers of leadership staff are not available to implement all required turnaround elements. Professional development specialists; data coaches, an intervention specialist, turnaround coaches, etc. are necessary on an interim basis.</p>	<p>staff members who were not being successful.</p> <p>[2] Released time for professional development has been built into the annual calendar.</p> <p>[3] Improvement team meetings involving all staff are scheduled weekly. A written agenda is developed.</p> <p>[4] Collected data is analyzed to determine individual student achievement and improvement plans.</p> <p>[5] Application is being made for SIG funding to provide external assistance with additional planning, evaluation, professional development, curriculum, and technology.</p>
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Standard 2: Curriculum, Instruction and Professional Development			
<p>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</p>	<p>[1] Imagine schools and Camelback Elementary has a proprietary research-based curriculum that is aligned nationally and revised on an ongoing basis.</p> <p>[2] A division of the Imagine Schools Corporate Offices is devoted specifically to analyzing all of the data collected with respect to achievement at every school.</p> <p>[3] The disaggregation of this data is used to communicate in a concise manner the “state of education” in every school.</p>	<p>[1] School leadership and instructional staff sometimes do not connect to the curriculum model and the instructional processes derived from the assembled data.</p> <p>[2] Recommendations for re-direction of instructional practices are not fully implemented and/or the depth of follow-through by the administrative leadership is not complete.</p> <p>[3] It was necessary to re-start the turnaround process by replacing leadership from the top down and replacing key instructional personnel to implement the recommendations for change.</p> <p>[4] Requirements for professional development and monitoring of a largely new staff are monumental.</p>	<p>[1] In implementing the turnaround process at Camelback care was taken to ensure that a solid administrative leader and a focused instructional team were in place.</p> <p>[2] Staff development has also been re-started to ensure that all staff have a clear focus on literacy, that assessment is on-going to ensure that no student gets too far behind, and an academic coach is available to model lessons, observe and provide feedback, and to provide any other form of support the teacher may be in need of.</p> <p>[3] We also need to share both effective and ineffective practices so approaches that have a failing track record are not repeated or permitted to become rooted in the dynamics of instruction.</p> <p>[4] Camelback Elementary has made provisions for including the appropriate facilitators in the improvement project budget.</p>
<p>The LEA has a professional development plan that allows for PD during the work day and specifically addresses and targets school improvement needs</p>	<p>[1] Imagine Schools and Camelback have a two year professional development plan this is aligned regionally, and incorporates the needs of the individual campus.</p>	<p>[1] Prior scheduling of PD on Monday or Friday created an “early out syndrome” when the calendar was adjacent to a regularly scheduled holiday periods.</p>	<p>[1] The PD schedule has been planned to encourage full participation of staff.</p> <p>[2] The emphasis of PD is being shifted to application of strategies to lesson design and delivery.</p>

	<p>[2] An individual campus level needs assessment is conducted annually in conjunction with the school improvement process.</p> <p>[3] School calendars have been aligned to include additional Professional Development days for the next several years. The Professional Development days are aligned to ensure that all staff have adequate notice, thus avoiding those conflicts between personal appointments and significant PD activities.</p>	<p>[2] Optimal participation by all staff members has been less than effective.</p> <p>[3] The focus of PD has been informational as opposed to application.</p>	<p>[3] Each session will be tied directly to an essential element of instruction in reading/mathematics followed by in classroom practicum and feedback.</p>
<p>The LEA has negotiated the necessary changes in collective bargaining agreements to provide the LEA/principals with greater control over hiring, placement, and retention of staff.</p>	<p>[1] There are no contractual or statutory requirements for tenure within the Imagine Schools or at Camelback.</p> <p>[2] Contracts with staff are written in such a way that they can be terminated for ineffective performance without the handicaps of the perpetual “for cause” proceedings.</p> <p>[3] Very few of our staff has any affiliation with a union.</p> <p>[4] We have our own 401K retirement program that offers an alternative to the government retirement system.</p> <p>[5] The building level leadership has been delegated primary for hiring,</p>	<p>[1] The economic downturn in Arizona has handicapped our ability to compensate our best staff accordingly.</p> <p>[2] Camelback was forced to initiate a salary freeze in 2009 that has continued into the current fiscal year.</p> <p>[3] Proposition 301 funding for merit compensation has declined by nearly 50% and remains at risk of being eliminated as state government raids all available cash sources.</p> <p>[4] Ability to compensate merit and master teachers hampers retention.</p>	<p>[1] Restructuring of staff has enabled principals to identify replacements with skills matched to perceived needs.</p> <p>[2] Fund recovery from reduction of duplication of effort, overhead expense, and non-recurring capital expense has been earmarked for salary improvement.</p> <p>[3] A carry forward of unearned merit funds provided some signing bonus incentives.</p> <p>[4] Some anticipated SIG funding will be earmarked for salary improvement.</p>

	placement and retention of all staff.		
<p>The LEA has a strong teacher evaluation process in place that provides for removing ineffective teachers that aren't committed to the turnaround process.</p>	<p>[1] As previously described both formal and informal personnel evaluation systems are in place.</p> <p>[2] Provisions for feedback directly to the teacher on objective articulation, knowledge and enthusiasm, monitoring of instructional outcomes, evidence of use of one of nine instructional strategies, higher ordered questions, student engagement, feedback, recognition of student work, standards and cooperative learning activities present, clear and focused purpose and other essential elements of instruction are included.</p> <p>[3] A self-evaluation component is present.</p> <p>[4] Both the formal and informal feedback documents have the depth and breadth of information to serve as adequate documentation for “dismissal for cause” should that become necessary.</p> <p>[5] Our primary focus is helping teachers become more effective and successful in promoting academic achievement.</p>	<p>[1] Responsibility for the formal and informal evaluation process rests with a single school administrator – the Principal.</p> <p>[2] The nature of the formative and summative process requires a significant investment of time.</p> <p>[3] The subsequent mentoring, job coaching, documentation, conferencing and other related functions fall squarely on the shoulders of the same principal.</p> <p>[4] As in any school, any minor crisis requires the intervention of an administrator. It is not uncommon for the principal to be called from the middle of an evaluation observation or summative interview to deal with a student discipline issue. That process is counter-productive for both the principal and staff member in terms of an investment of time and continuity of thought.</p> <p>[4] There is a real and immediate need for additional support personnel the evaluation model to be successfully implemented.</p>	<p>[1] The SIG proposal includes providing additional support personnel on an interim basis.</p> <p>[3] Sustainability of SIG programming includes planning for continuation of several key support staff following expiration of SIG funding for turnaround implementation.</p>

<p>The LEA has a systematic process for measuring quality instruction and student engagement including walkthrough procedures</p>	<p>[1] Classroom walkthroughs are an integral part of the supervisory model in place.</p> <p>[2] The Camelback Principal has been trained to use the walkthrough process as an opportunity gather instructional strengths and weaknesses and to develop action plans for targeting professional learning of staff for improving student achievement.</p> <p>[3] Camelback’s definition of a walkthrough is: a.] Management by walking around; b.] a tool for instructional improvement; c.] A process for giving and receiving non-threatening evidence-based feedback; and d.] A snapshot of instructional student learning in session.</p> <p>[4] The perceived benefits of the walkthrough are: a.] Supports continuous improvement; b.] strengthens focus on teaching and learning; c.] gathers information to develop plans for professional development; d.] aligns teachers, staff, and school community in terms of expectations; e.] creates a common ground for discussing academic improvement; and f.] provides for a quality reflection on teaching and learning.</p> <p>[5] A training module on conducting an</p>	<p>[1] An identifiable weakness is the factor of a single administrator having all of the supervisory and professional growth responsibilities.</p>	<p>[1] Camelback is seeking to add additional support for the school principal during the turnaround process.</p> <p>[2] An assistant principal has been contracted by Camelback Elementary with district funds to begin employment on June 21, 2010.</p>
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	effective walkthrough is available.		
The LEA has a systematic process enabling teachers to collaborate during the work day to use data to improve instruction.	<p>[1] Imagine schools has a developed a complete training module for the purpose of interpreting assessment results and determining learning gains.</p> <p>[2] All staff received introductory and on-going training on the use of assessment data during released time for professional development.</p> <p>[3] Camelback attempts to schedule preparation and collaboration time for all staff members during the normal school day.</p> <p>[4] Grade leaders will be scheduled for preparation or released time by primary and intermediate grade levels.</p>	<p>[1] The weakness encountered most frequently is that the two place alignment of teachers [two for each grade] is not always conducive to meaningful collaboration.</p> <p>[2] Ideally, it would be appropriate for remedial specialists, special education staff, instructional assistants, and classroom teachers to have released earlier in the school day for collaboration. Presently, the only place in the schedule for such an activity is following student dismissal.</p> <p>[3] Another limitation is access to an on-site technical specialist to assist with the disaggregation of accumulated data.</p>	<p>[1] Stipend compensation for staff members amenable to starting their work day 30 to 45 minutes prior to the start of student classes for quality collaboration time is an element of our SIG project.</p> <p>[2] A partial salary for a technical specialist is one of the elements included in the SIG application.</p>
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	<p>[1] Imagine has a computer –based data collection system that collects every type of data necessary to track individual student performance and a variety of other relevant data. The Power School software has been in use since the opening day of school.</p> <p>[2] The Galileo assessment software has</p>	<p>[1] The significant turnover rate among staff and lack of adequate knowledge on data driven decision-making for instruction has been a roadblock.</p> <p>[2] Errors in the entry of data and omission of data have been invalidated</p>	<p>[1] New leadership is supportive of data-driven decision-making.</p> <p>[2] A significant number of the new hires this year have training and/or practical experience in the application of collected data to the tracking of individual student progress and lesson design or modification.</p>

	<p>been added to the comprehensive data collection system. Galileo facilitates the collection and analysis of weekly progress towards any given standard.</p> <p>[3] Galileo data can be disaggregated in conjunction with any of the pertinent data from Power School.</p>	<p>some analysis findings.</p> <p>[3] The staff and leadership turnover rate requires re-training in application of the data to instructional decision-making.</p> <p>[4] Manpower to monitor, interpret, and work with instructional staff in the application of the wealth of data to individual student learning deficiencies is inadequate.</p>	<p>[4] Regular monitoring of progress towards standards in the core literacy areas of reading and mathematics is being reported consistently this year.</p> <p>[5] Some data is appropriately used for modification of instructional design and delivery.</p> <p>[6] The SIG project includes interim staff to monitor, interpret, and work with instructional staff in the application of data to individual student learning deficiencies.</p>
<p>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.</p>	<p>[1] Camelback is collecting all data significant to instructional decision-making.</p> <p>[2] Camelback uses data collection supplementary to the mandated processes.</p> <p>[3] The addition of the Galileo software has opened to the door for application of current assessment information to lesson design and/or modification within a bi-weekly timeline.</p> <p>[4] Training of the staff in the use of the assessment data is an on-going process.</p>	<p>[1] Timing of mandated testing programs and data reporting are not ideally suited to instructional decision-making.</p> <p>[2] The mandated data collection process is an annual event and application to lesson design is similarly applied.</p> <p>[3] There is a significant need for a means of more frequent data collection that can be readily applied to lesson design, delivery, and assessment.</p> <p>[Galileo software initiated application of current assessment information to lesson design and/or modification within a bi-weekly timeline.</p> <p>[4] Training of the staff in the use of the</p>	<p>[1] Turnaround initiated placement of leadership and instructional staff at Camelback receptive to data-driven lesson design.</p> <p>[2] Staff development on the application of Galileo and Power School coordination of data has been on-going.</p> <p>[3] YTD staff are using assessment data to modify major aspects of lesson design to include individual student growth plans.</p> <p>[4] YTD assessment data indicates a significant increase in the progress of students towards AZ standards in reading and mathematics.</p> <p>[4] The SIG project includes interim</p>

		<p>assessment data is an on-going process.</p> <p>[5] The exit of a significant number of staff at the end of the term by choice or administrative action reset the process.</p>	<p>support personnel for assistance with management of data collection and interpretation processes incompatible with the role of a single administrator.</p>
<p>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.</p>	<p>A core curriculum aligned with Arizona standards is available for use by all staff members. A complete curriculum guide, complete with lesson objectives, expected outcomes, and assessment procedures is available.</p> <p>A significant portion of the pre-opening workshops are spent on using the core curriculum in daily lesson design. Periodic staff and team training include essential elements of implementation procedures.</p> <p>There is no trained staff member available to lead, mentor, and monitor the application of the core curriculum in everyday classroom lesson design.</p> <p>A significant turnover [40%] of staff negates any carryover of staff development activities.</p>	<p>A School Improvement Team is organized to develop a master plan for the improvement of instruction and application of the core curriculum as intended. An in-depth curriculum manual with sample lesson designs, suggestions for individualization of instruction, assessment of progress on a weekly basis, reporting progress to leadership and stakeholders, and identification of weaknesses in the curriculum package for reading and mathematics is developed.</p> <p>There is not a certified trainer or coach on staff to reinforce the essential elements of the curriculum manual, to train and mentor staff, to monitor instruction, or assist with individualization.</p> <p>A large turnover of staff and leadership occurs at the conclusion of the school term.</p>	<p>The proposed SIG project provides for appropriate coaches and curriculum specialists in reading and mathematics to support the reinforcement of curriculum, training and mentoring, monitoring, giving feedback and modeling and lesson design alternatives.</p>
<p>The LEA has a system in place to train and support teachers in using data to drive instruction.</p>	<p>As previously described, Imagine schools has a developed a complete training module for the purpose of interpreting assessment results and determining learning gains. All staff</p>	<p>The availability of quality training time is limited to released time for staff meetings on a bi-weekly basis. This is not entirely adequate for addressing the</p>	<p>Imagine at Camelback has included a partial salary for a technical specialist as part of the turnaround project application.</p>

	received introductory and on-going training on the use of assessment data during released time for professional development.	<p>volume of data that is being gathered.</p> <p>The absence of a technical data specialist as a staff position is another limitation presently. The resources from the regional office have serviced a number of schools in the Phoenix metropolitan area and are not always available at a time when a crucial training component is needed.</p>	
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	<p>[1] The Camelback Governing Board is supportive of Camelback’s SIG project application.</p> <p>[2] The school improvement team is representative of school and community stakeholders.</p> <p>[3] All team members have been actively engaged in the planning process.</p>	<p>[1] Large numbers of Camelback parents are “disenfranchised” in that they are homeless, do not have personal transportation, and are representative of multiple risk factors.</p> <p>[2] Parental support of daily attendance by students, healthy lifestyles, medical care, homework assistance, and other important factors is less than ideal.</p> <p>[3] Many Camelback parents look to the school as a safe haven for their children; a source of help for needs not being met by social service agencies; and as a source of child care/nutrition without full comprehension of needs for improving academic achievement.</p>	<p>[1] Continued efforts are necessary to engage the family in the school community as partners and learners.</p> <p>[2] Those parents deficient in verbal and written English skills require additional developmental assistance.</p> <p>[4] Basic parenting skills are a need for the at-risk adult population to facilitate collaboration with the school’s attempts to restructure.</p> <p>[5] Prior surveys of parents indicated 86% were in need of homework assistance skills.</p> <p>[6] The largest majority of parents [more than 65%] have not completed secondary school.</p> <p>[7] The largest majority of parents have no comprehension of the technology</p>

			used by their children.
<p>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</p>	<p>Each Imagine School has a School of Excellence Program Review Team that conducts an on-going monitoring of the school's entire operation. The major areas reviewed and the related sub areas include:</p> <p>General School Information: [1] Mission and Vision Statement; [2] Previous Enrollment and students per classroom; [3] Current Enrollment and students per classroom; [4] Demographic Data of current school population; [5] School Board Members; and [6] School Brochure</p> <p>Academic Achievement: [1] SAT-10 Results; [2] FCAT Report Card ; [3] AYP Status; [4] Teacher Certification Status; [5] Teacher Assignments; [6] Leadership Team Members; [7] School Advisory Council BY-Laws and Members; [8] School Improvement Plan; [9] Instruction Resources Used; [10] ESE Information; and [11] ESOL Information</p> <p>Character Education: [1] Programs currently in use; [2] Historical Data on Student Referrals,</p>	<p>There do not appear to be any real weaknesses discernable with respect to monitoring of goals and student achievement.</p> <p>Management, interpretation, and application of data to instructional decision-making are an on-going process that is not fully integrated. Many staff regards the collection and interpretation of data as an impediment to teaching core literacy.</p> <p>As we step up our training of staff on the implementation of a data driven curriculum we hope to minimize and ultimately eliminate this weakness.</p>	<p>The specific improvement goals included in the ALEAT portion of the application will be integrated into the monitoring process.</p>

	<p>Absenteeism, and Tardies; [3] ESOL Information; [4] Student Handbook; [5]Teacher Handbook; and [6]Extra-Curricular Activities</p> <p>New School Development:</p> <p>[1] Marketing Information; [2] Brochure; and [3] School Website</p> <p>Parent Satisfaction:</p> <p>[1] Student Enrollment Comparison; [2] Parent/Student Satisfaction Surveys; [3] PTO Information; and [4] SAC Information</p> <p>Economic Sustainability:</p> <p>[1] BVA ; [2] Preliminary Budget; and [3] Audit Comments and Report</p> <p>Shared Values: [1] Shared values survey results; and [2] Task Forces and decision-making.</p> <p>The individual timelines and summary information become an integral part of the report made available to all stakeholders.</p>		
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<p>The LEA has a valued culture of high expectations for student achievement including established vision, mission, and goals</p>	<p>[1] Evidence presented in the description of the Excellence Program Review is substantial documentation of the high expectations that Imagine and the Camelback Elementary have established for student achievement.</p> <p>[2] Achievement of students is what drives all of the other components of the planning and assessment processes.</p>	<p>[1] The only apparent weakness would appear to be the level of expectation held by the parents in the Camelback catchment area. The demographic information on education levels, poverty, employment, substance abuse, etc. do not meld well with the expectations established by the LEA.</p> <p>[2] The involvement of parents in the education of their children and support for the programs included in the curriculum and character education is a priority risk factor for student achievement.</p> <p>[3] Home /school relations is one of the key elements of an effective school. That involvement has been very slow to materialize over the last three years and is the most difficult for the school to appeal to.</p>	<p>[1] Camelback will utilize the expertise of specialists in improving the involvement of reluctant parents as an element of the school improvement program.</p> <p>[2] It appears this will be an on-going project that will extend beyond the life of the proposed project.</p>
<p>All staff members are held accountable for increased student achievement.</p>	<p>[1] The data collection that can be drilled down to analyze individual student progress builds in the accountability of the collective staff</p>	<p>[1] The average 40% turnover in staff has developmentally delayed efforts to improve student achievement.</p>	<p>[1] Support personnel are included in the proposed SIG project application to afford job coaching, training in all areas of instruction and lesson design, data</p>

	<p>from leadership to instructional to support staff.</p> <p>[2] Presently, policies and procedures exist to exercise removal proceedings for those staff members who are ineffective members of the improvement process.</p>	<p>[2] The proposed SIG turnaround program resulted in the replacement of the leadership team and a majority of the instructional staff as the first step.</p>	<p>accumulation, disaggregation, and application to decision-making opportunities for all staff accountable for the academic performance of students as measured by data.</p> <p>[2] Current year reporting of student achievement indicates the continued downward spiral in student achievement has halted and begun a reversal.</p>
<p>The LEA is committed to involving community/parents in the restructuring process including communicating current reality, new vision, buy in, and silencing of naysayers.</p>	<p>[1] Parent/stakeholder involvement has, is, and will continue to be a priority objective in the turnaround process and beyond.</p> <p>[2] Multiple opportunities for involvement, training, and feedback identified in the School of Excellence Program Review process currently in place ensures that the roll out of the turnaround program reflects broad based input and consensus.</p>	<p>[1] There is a predominant reluctance of parents to become involved in anything in the lives of their children – particularly the schooling process.</p> <p>[2] Characteristics inherent in some of the demographics of our community contribute to the apathy and sense of hopelessness.</p> <p>[3] Building a strong home/school relationship and participation base will not be an overnight turnaround, but will require continued focus for long term.</p>	<p>[1] Camelback will seek professional assistance in expediting the rapport building process and solidifying home/school relationships.</p> <p>[2] The priority placed on improving school achievement through positive home/school relationships in effective schools research makes it a turnaround priority.</p> <p>[3] Camelback will employ a number of strategies to overcome those characteristics and will build on the small successes.</p>
<p>Standard 5: Resource Management</p>			
<p>The LEA has prioritized the reallocation of resources to schools in improvement including personnel, funding, programming, etc.</p>	<p>[1] Camelback Elementary is single site school participating in the turnaround project and all resources will be utilized to accomplish that end.</p>	<p>[1] The predominant weakness in the allocation/re-allocation of resources is complicated by the proportionate rapid decline of historical revenue streams.</p>	<p>[1] The enrollment at Camelback has continued to climb in spite of the adverse effects of a declining economy.</p> <p>[2] By virtue of economies of scale we</p>

			have the potential to re-allocate additional funds that are above and beyond requirements for basic salary, benefits, facility, and utility costs.
LEA leverages funds in order to design a viable sustainability plan for future years.	Economies of scale will allow Camelback Elementary to continue pledging a portion of annual revenues to a reserve fund to be used in future programming as determined by the school improvement team.	The uncertainties of the current economic recession plaguing Arizona and the nation are a concern for the sustainability of all education. Significant reductions across the board over the last two consecutive years have impacted our flexibility. The prognosis for recovery has not been quantified by fiscal experts in government or economics. It could take 2 years, 5 years, or 10 years for a complete recovery. Camelback will have to plan for each fiscal year first and long rang second.	Our leadership team and fiscal managers are working diligently to wring the most value out of every dollar available to Camelback in delivering the best quality program for academic achievement possible.
The LEA Consolidated Plan includes strategies/action steps aligned to school improvement needs (Sustainability)	<p>[1] The LEA Consolidated Plan status report indicates 47% completion of identified action steps.</p> <p>[2] On-going assessment is addressed through acquisition of Galileo to evaluate progress of targeted students.</p> <p>[3] On-going training in use of Galileo in assessment is occurring for all staff.</p> <p>[4] DIBLES benchmark assessments have been administered.</p> <p>[5] Positive discipline training for teachers of targeted students has been</p>	<p>[1] Salary increases and stipends for teachers working with targeted students were planned but unfunded.</p> <p>[2] Need for a Curriculum Facilitator for research-based training on data driven instruction has been identified but is unfunded.</p> <p>[3] Need for a Reading Specialist has been identified but is unfunded.</p> <p>[4] Need for additional after-school tutoring has been identified but is unfunded.</p>	<p>[1] The SIG project contains provisions for stipends and salary increases for teachers spending additional time with targeted students.</p> <p>[2] A curriculum facilitator; a reading specialist, additional tutoring staff; and other support staff previously identified have been included in the SIG project application.</p> <p>[3] Turnaround Coaches are included in the SIG project application.</p> <p>[4] Technology services are included in</p>

	<p>identified and initiated.</p> <p>[6] Aims, DPA, STAR, and Galileo scores have been utilized to determine need for additional support for targeted language arts/reading students.</p> <p>[7] Need for HQ aides to work with targeted reading/mathematics students has been identified.</p> <p>[8] Need for increased transportation for summer school has been identified.</p> <p>[9] 100% of new teachers and paraprofessional employed meet HQ status.</p> <p>[10] Identified ELD services for 4 hours of ELD for ELL students have been implemented.</p> <p>[11] Action steps for homeless students have been implemented.</p>	<p>[5] Need for HQ aides for tutorial services has been identified, but is not fully funded.</p> <p>[6] Summer school transportation remains unfunded.</p> <p>[7] Several teachers have not obtained full Arizona certification.</p> <p>[8] Action steps for a drug-free campus have not been fully accomplished.</p> <p>[9] Teacher induction program reinforcements during released time have not been fully implemented.</p> <p>[10] Action steps for parent engagement are not fully implemented.</p> <p>[11] Action steps for technology literacy have not been fully implemented.</p> <p>[12] Full day Kindergarten and Early Childhood funds have been eliminated by the Arizona Legislature.</p>	<p>the SIG project application.</p> <p>[5] The SIG project application includes an interim parent involvement specialist.</p> <p>[6] Action steps for drug free campus; teacher induction; and certification plans for teachers will be a job target for the school principal as elements of the SIG project come into play.</p> <p>[7] Transportation issues require the reallocation of funds to serve the highest priority needs.</p> <p>[8] Full day Kindergarten is included in the SIG project.</p>
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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
<p>Design and implement interventions aligned with the requirements of the selected model;</p>	<p>[1] A School Improvement Team has been organized to conduct a needs assessment, identify priorities, and collaborate with School Effectiveness staff at ADE on intervention alternatives.</p> <p>[2] Consolidated Planning up-dated.</p> <p>[3] ASIP completed.</p> <p>[4] Leadership and significant numbers of instructional staff have been replaced.</p> <p>[5] Data collection and reporting to ADE has been revised and re-submitted.</p> <p>[6] Assessment methods have been reviewed and recommendations made for modifications.</p> <p>[7] Galileo Assessment Process software acquired and training of staff initiated.</p>	<p>[1] Contract for a comprehensive site assessment upon SIG approval. Anticipated May 2010.</p> <p>[2] Contract with ASIP Coaches upon SIG approval. Anticipated May 2010.</p> <p>[3] Provide stipends for staff participating in on-going planning and training activities upon SIG approval. Anticipated June 2010.</p> <p>[4] Contract with Site Improvement Coordinator upon SIG approval. Anticipated June/July 2010.</p> <p>[5] Initiate summer training programs for key staff as a stipend upon SIG approval. Anticipated July/Aug 2010.</p> <p>[6] Full-day kindergarten programming will be maintained upon SIG approval. Anticipated August 2010 implementation.</p>
<p>Describe the process the LEA will use to screen and select quality external providers;</p>	<p>[1] Procedures have been adopted to give public notice for solicitation of purchased services contracts with external providers.</p>	<p>Upon approval of the SIG proposal: [1] Key external providers will be identified through the processes and procedures established; [2] appropriate contractual arrangements will be</p>

	<p>[2] Professional resources [Arizona Department of Education; Arizona State University; The Arizona Charter School Association, and the offices of the State Board of Charter Schools] are utilized to obtain referrals and assist in the screening processes.</p> <p>[3] Imagine Schools will utilize professional resources available through the district/corporate structure to apply the research-based screening and selection instruments as appropriate.</p> <p>[4] Due diligence will be exercised in the appropriate background checks of prospective service providers.</p> <p>[5] Validated dissemination and proprietary providers shall have equal opportunity.</p> <p>[6] Camelback does not plan to enter into long-term arrangements with providers until such time as the SIG is in approvable form and ADE SIG staff are engaged in the implementation process.</p>	<p>entered into with specific performance components; [3] Compensation procedures will be transparent, specified in written agreements, and approved by the appropriate authorities; [4] Payment for services rendered will be in accordance with appropriate Arizona fiscal procedures; and [5] Camelback will reserve the right to terminate services of ineffective providers without cause as a contractual provision.</p>
<p>Alignment of other resources;</p>		
<p>Policies and Practices LEA will modify to enable its schools to implement the selected intervention(s) fully and effectively</p>	<p>[1] Policies and procedures in place appear to have the flexibility necessary to enable Camelback Elementary to implement any interventions currently identified.</p> <p>[2] The Governing Board has given approval for submission of the SIG project.</p> <p>[3] Interventions proposed in the future that are</p>	<p>[1] Policy and procedure modifications deemed to be required will be submitted for Board approval. Policy modifications require action at two subsequent Board meetings. Procedure or Regulation modifications require action at one Board meetings.</p>

	determined to require policy and procedure modifications can be accommodated.	
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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.

In reviewing each of the elements in the needs assessment process, the SIG planning team identified five root causes of the academic and social failures of Camelback Elementary. The processes that the SIG planning team was engaged in are described in abbreviated detail in the preceding data.

Each of the elements included in the project application and the supporting proposed budget were developed from a prioritized listing using the nominal group technique. The purpose was to identify in priority order the events, staff, strategies, and programming to be included in the SIG project that would have the most significant impacts on the proposed turnaround project for the largely new staff and leadership team.

The five root causes used as a planning model by the SIG team included:

1. The SIG planning team has reviewed school and community demographics, historical attendance and achievement data, and social service agency reports in indentifying the most glaring root cause of the widening achievement gap at Camelback Elementary. The evidence is reported in each of the segments of the preceding sections.

The SIG planning team concluded that the most prevalent root cause is the general demographics of the primary area from which the majority of the school's student population is drawn. The school/community population is characterized by risk factors [low income, high unemployment, low educational levels, substandard health care, high minority population, low expectations] identified by research as consistent factors in gap between academic standards and achievement.

2. Expectations for achievement by Camelback students were an enabling or contributing factor to widening the achievement gap as manifested in irregularity of student attendance, perception of assessment procedures, and teacher lesson design. The SIG planning team identified that there was no focus on designing lesson elements to correspond with individual or small group baseline achievement levels. Poor attendance, lack of participation by parents, inattentiveness and/or overt belligerent behaviors by students, and disregard for healthy lifestyles appeared to be the norm for expectations as opposed to the opposite pro-active factors.

A majority of the instructional staff and leadership was identified as failing to meet their goals and objectives as the parties responsible for establishing the educational climate within the school. Consequently, regional office staff took decisive action to replace the school principal and the majority of the instructional staff at the conclusion of the 2009 term.

3. Disruptive behaviors, vandalism, altercations of a physical nature, truancy, insubordination, and excessive attendance issues were identified as detracting factors in improving student achievement. Teachers in classrooms frequently invested more of their time and energy in the management of these issues than they did in the actual delivery of high quality instruction. Observations of the school environment by regional supervisory staff initially concluded that perhaps re-training and support would turn this risk factor around. The SIG planning team concluded that [1] many of the initial staff did not possess the basic skills and/or desire to learn and implement a new management system and [2] that the majority of the homes were not able to provide the structure and guidance necessary to facilitate the social and emotional development of young children. As the children matured, these ingrained behaviors bordered on incorrigible. Disciplinary action in the form of suspensions and exclusions did not positively address or alter the behaviors.
4. Family structures within the school community were/are fractured. Single parent and dysfunctional parents had/have few skills with respect to early age parenting and multi-age behavior management. Atypical home schedules, inattentiveness, and expectations of others frequently did/do not interface with a constructive home/school relationship. The SIG Team concluded that an emphasis on parenting skills and early childhood interventions were two viable alternatives meriting inclusion in this project application based on projects that had/have been successfully replicated in similar environments.
5. The numbers of issues [academic, social, parenting, poverty, and re-structuring] to be undertaken were insurmountable in an environment with one individual responsible for all leadership activities. The variety of leadership skills required, time available, and complexity of issues were not conducive to successes that contributed to academic achievement as a priority target. Test data indicated that achievement levels were actually declining between the 08 and 09 fiscal years when restructuring was initiated.

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

<i>Student Strengths</i>	<i>System Strengths</i>	<i>Student Needs</i>	<i>System Needs</i>	<i>School Barriers</i>	<i>District Barriers</i>
Desire to be Better	Facility and basic Resources	Mastery of Core Literacy	Ancillary Staffing	High Risk Location	Largely N/A as Camelback is a single site entity or “District”

Attend Regularly	Leadership strength	Basic Nutrition	Transportation for After School Activities	Highly Transient Community	All Barriers would be representative of school barriers.
Care About Achievement	Solid Philosophy/Policy	Basic Attire	High Interest/Low Ability Reading Materials	High Staff Turnover	
Sense of Pride and Ownership in Learning	Successful Track Record	Basic Dental/Medical/Vision	Early Childhood Program Continuity	Anti-Social Student Behaviors	
Dreams of Success	Commitment to Success	Support from Parents	Parenting Module	High ELL Population	

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.

NEEDS

1. Mastery of Core Literacy

Action Steps

- a. Infuse 8 HQ teacher assistants for one-to-one/small group core literacy
- b. Initiate a Pre K readiness program with 3 HQ early childhood staff
- c. Continue all day K program with 2 FTE HQ staff
- d. Utilize a Positive Behavior Intervention Specialist in behavior modification/parent training
- e. Utilize a Reading Specialist and Mathematics Specialist in enhancement of lesson design and delivery modeling
- f. Utilize turnaround coaches to assist staff transitions
- g. Utilize 1 technology integration specialist
- h. Utilize 15 HQ paraprofessionals in classrooms
- i. Integrate “cutting edge” technology
- j. Acquire diverse reading/mathematics intervention materials
- k. Provide signing, retention, and merit bonuses for highly effective teachers

2. Basic Nutrition

- a. Provide breakfast, lunch, and afternoon snacks
- b. Provide “gap” assistance for specific needs
- c. Provide integrated healthy lifestyles education
- d. Provide parent training on connections between learning and nutrition
- e. Partner with nutrition professionals in classroom extensions

f. Provide nutritional “adventures”

3. Basic Attire

- a. Adapt school uniform procedures**
- b. Provide uniform assistance with stakeholder support**
- c. Integrate “dress for success” components**
- d. Partner with community agencies for specific needs**
- e. Partner with Community Service Organizations**

4. Basic Dental/Medical/Vision Needs

- a. Provide health screenings twice annually**
- b. Partner with health care providers**
- c. Partner with Community Service Organizations**
- d. Partner with Health Care Training agencies**

5. Support From Parents

- a. Implement “American Dream” parent program**
- b. Implement “The Leader in Me” student program**
- c. Implement “Project Para” training program**
- d. Collaborate with 21st CCLC program**
- e. Partner with parent service agencies**

SCHOOL BARRIERS

1. High Risk Location

Action Steps

- a. Ensure that school remains a secure facility free from threat of harm**
- b. Consistent monitoring of nearby activities as well as campus activities**
- c. Provide transportation to the extent possible**
- d. Provide supervision during arrival and departure times**
- e. Develop, train staff, and implement a comprehensive campus security/safety protocol**

- f. Implement a code warning system for potentially threatening events**
- g. Collaborate with local law enforcement**
- h. Collaborate with nearby businesses and homeowners**

i. Evaluate, select/adapt successful school safety programs

2. Highly Transient Community

- a. Utilize “American Dream” parent program to build community ownership/pride**
- b. Enhance teachers’ understanding of transient students’ learning and social experiences**
- c. Enhance teachers’ knowledge of action research supporting teaching and learning as it applies to sustaining a school community.**
- d. Provide adult learning and training opportunities**

3. High Staff Turnover

- a. Full implementation of research-based screening/selection processes**
- b. Pre-service orientation of new staff to Camelback school/community**
- c. Implementation of mentoring program for new staff members**
- d. Utilize SIG signing bonuses to attract HQ special needs staff**
- e. Utilize SIG merit compensation to retain highly performing staff**
- f. Development of “family” atmosphere within cohort groups**
- g. Development programs to include professional, emotional and social support**

4. Anti-Social Student behaviors

- a. Coaching for all staff on behavior management**
- b. Implementation of “The Leader in Me” student program**
- c. Collaboration with parents through “American Dream” parent program**
- d. Implement RTI Positive Behavior Support**
- e. Management of safe and orderly school environment**
- f. Identification of root causes of individual student behaviors and appropriate support**
- g. Increase of adult presence in the school environment**
- h. Policy and procedure to appropriately pursue extreme behaviors**
- i. Collaboration with law enforcement and social services organizations**

5. High ELL population

- a. Early identification and development of prescriptive program for ELL students**
- b. School Screening Committee [SSC] consists of HQ staff with ELL training**
- c. Support classroom interventions as appropriate**
- d. Make appropriate referrals for supportive services expeditiously**
- e. Provide transition services in/to native home language/English**
- f. Use bilingual evaluator/interventionist as appropriate**

g. Collaborate with parents/specialized service providers

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.

Camelback Elementary [Tier I] has chosen the Turnaround Model as the primary intervention process.

The Turnaround Model has achieved validated success in over 5,000 schools nationally where risk factors are nearly identical to those found at Camelback Elementary. The mission of the Turnaround Model is fully aligned with the mission of the Imagine Schools and specifically that of Camelback elementary. The Turnaround Model is realistic for Camelback in that the interim assistance provided through SIG will ultimately be eliminated. The leadership, instructional and support staff, students, and parents must utilize these interim services effectively to prepare themselves to continue to build upon small successes to effectively increase and maintain positive student achievement potential. The timing of the SIG project application comes at a time when the school community at Camelback is struggling through some of the toughest economic times in recent history. If the stakeholders can master the effective strategies to demonstrate improved academic achievement in the worst of economic conditions, that success can manifest itself further as improvements occur simultaneously or in concern with one another. Presently leadership and staff at Camelback are in crisis management. Turnaround offers an opportunity for that leadership and staff to take charge in small steps of events that ultimately control the academic and quality of life outcomes for the school community.

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
Imagine Elementary at Camelback		X		<u>X</u>			

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:

The LEA is a single-site entity and is applying to serve Tier I for that site alone.

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	Students in grades 3 through 5 (including students with disabilities, English language learners, and economically disadvantaged students with disabilities) will show an increase in proficiency levels of meeting or exceeding the Arizona State Standards in reading/language arts as measured by AIMS DPA, by 10%, by June, each project year.	3 rd Reading 10% are meeting/exceeding standards as measured by AIMS. 4 th Reading 48% are meeting/exceeding standards as measured by AIMS 5 th 67% are meeting/exceeding standards as measured by AIMS.
Math	Students in grades 3 through 5 (including students with disabilities, English language learners, and economically disadvantaged students with disabilities) will show an increase in proficiency levels of meeting or exceeding the Arizona State Standards in math as measured by AIMS DPA, by 10%, by June, each project year.	3 rd Mathematics 29% are meeting/exceeding standards as measured by AIMS. 4 th Mathematics 48% are meeting/exceeding standards as measured by AIMS. 5 th Mathematics 34% are meeting/exceeding standards as measured by AIMS.
Graduation Rate (for High Schools only)	N/A	N/A

For each Goal in:	Progress Monitoring Plan		Person(s) Responsible
	Process	Timeline	
Reading	DIBLES benchmark assessments will be administered three times a year to determine student reading proficiency; as well as providing ongoing intervention instruction and progress monitoring.	Benchmark Students – Progress Monitored every 3 weeks. Strategic Students – Progress Monitored every 2 weeks.	TBD – Reading Specialist

		Intensive students Progress Monitored every week.	
Math	Teachers will utilize AIMS DPA results, Galileo Assessments, Math Star Testing, quarterly progress reports and report card grades to identify progress toward Arizona Standards and additional remediation needed for each student in the area of math.	Benchmark Students – Progress Monitored every 3 weeks. Strategic Students – Progress Monitored every 2 weeks. Intensive students Progress Monitored every week.	TBD- Math interventionist
Graduation Rate (for High Schools only)	N/A		

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					

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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 data collected as part of the on-going monitoring and assessment process will provide continuity that will facilitate Imagine Elementary at Camelback identifying those components of the intervention model that are not achieving the expected or desired results early in the improvement process.

A major component of the proposed project application is to increase the number of available intervention staff. The principal, turnaround coaches, and master teachers will have appropriate time to conduct classroom visits on a bi-weekly basis as a minimum. The intervention model has an imbedded expectation that school instructional supervision staff and teacher turnaround coaches will possess considerable expertise in those factors normally present in an effective classroom. That expertise in frequent monitoring of classroom instruction, lesson design and lesson delivery, time on task, quality of instructional environment, student engagement, student understanding of lesson objectives, teacher presentation skills and other pertinent factors is expected to identify weaknesses in any element of the process almost immediately. Feedback, intervention, modeling, and modification of single and multiple strategies can begin immediately to re-formulate any process that does not appear to meet expectations for academic progress. This immediate re-direction component is significant to the monitoring process.

There is an opportunity for benchmark data to be verified at regular intervals in the process. The use of the DIBELS, Galileo and SAT 10 assessment processes in conjunction with AIMS further enhances the opportunity for re-direction of efforts to accomplish the stated objectives.

The ADE is a partner in the monitoring and reviewing process. The feedback and guidance provided as an on-going process will assist in

measuring implementation of intervention planning and sufficient progress towards timelines, strategies, activities, and documentation of progress made towards expected outcomes. Staff development as necessary can be immediate. In the event appropriate adjustments cannot be made in the instructional effectiveness of a staff member, a replacement strategy will be undertaken.

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.

FUNDING SOURCES

The priority budget items identified by the SIG planning team are largely “shot in the arm” expenditures for necessary personnel to organize, guide, and implement the detailed improvement plan. Over the course of the three year life of the implementation plan the majority of the personnel requirements will be diminished [i.e. turnaround coaches, behavior intervention specialist, reading specialist, mathematics specialist.] The necessary roles and functions for continuation of the improvement plan can be defined in the creation of two key positions within the school’s general fund budget [Technology integration specialist - .5 FTE; Positive Behavior Intervention Specialist - .5 FTE; Reading Specialist - .5 FTE; and Mathematics Specialists .5 FTE.] The growth in student population supported by equalization funding will be sufficient to carry the salary and benefits of those specialized personnel. Calculations based on current equalization worksheets using an increase of 150 students over three years results in a budget capacity of approximately \$825,000. Projected Salaries and benefits for the listed specialists is \$150,000.

Retention of the additional teacher assistants and paraprofessionals included in the SIG improvement plan is estimated at \$538,500 for salaries and benefits. The combination of the high priority specialists and additional staffing necessary can be accommodated within the \$825,000 budget capacity projected solely on student enrollment increase. In addition, the equalization formula includes a 2% inflation factor and proposition 301 funding for base salary improvement, merit compensation, and other compensation improvements. The combination of these resources appears to be wholly adequate to maintain the key components of the staff for continuation of the improvement plan implemented during the 3-year life of the SIG program.

Collaboration with other state and federal programs [Title I, Title II, IDEA, School Improvement and other programs that may be rejuvenated by the recent passage of prop 100] can be utilized to provide necessary supplementary services required of the most severely at risk students. We do not anticipate a marked improvement in the poverty level of our school/community in the relatively short life span of the SIG program. While a risk factor in itself, the poverty level of a school community has historically generated increased levels of available funding for supplementary programs through entitlements. We see no marked philosophical re-direction from the USOE at this juncture. Other programs, including nutrition and health care issues, are scheduled for continuation and ramping up by 2014 through legislation recently passed at the Federal level. The ramifications for the clientele served by Camelback would appear to be positive for the poverty level students and community.

HIRING PRACTICES

Our hiring practices, described as strengths in the body of the application [national recruiting program, research-based screening and selection, and compensation improvements for outstanding performance] are expected to continue and be improved as the body of research substantiates modifications. The Imagine group and Camelback recognizes that the quality of the instructional and support staff is indicative of the quality of student achievement of defined

standards. Thus, our data driven decision-making process for all steps from selection to evaluation to assessment to data disaggregation and lesson design would appear to be a strong indicator of propensity for continuing along a successful path.

PROFESSIONAL DEVELOPMENT

Camelback has a strong commitment to and foundation in professional staff development. Our regional and national service centers consistently monitor current best practice research. A significant portion of our budget is devoted to continuing a strong professional development program for all staff. We do not see anything presently from deterring Camelback from participating in that process.

POLICIES AND PROCEDURES

The Imagine organization and Camelback have an on-going policy and procedure review and development process. It is our purpose to remain abreast of current research, legislation, and court decisions that have an impact on the process and procedure of public education. That review process and policy action by our Governing Board ensures consistency with current rule and practice of law.

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 **Imagine Elementary at Camelback** fully and completely assures that it will:

- 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;
- 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;
- 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
- 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.

Imagine Elementary at Camelback will implement the below marked waivers:

Extending the period of availability of school improvement funds. School(s):
Camelback _____

“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): _____

Huy70 Implementing a schoolwide 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:

Maricela Leyva Parent	Lorena Roberts Community Representative	Shay Gallegos Community Representative
Alma Gonzalez Parent	Chandra McGaugh Lead Teacher	Sherry Ruttinger Title Coordinator
Kelly Frazey Teacher	Tracy Schwalm Business Services	Lesley Foley Test Coordinator
Genevieve Sanders Principal	Kevin Barker Assistant Principal	Dr. Lenora Farah Board Member

STEP 2: COMPLETE PLANNING TEMPLATE ON ALEAT

K. The LEA must include a timeline delineating the steps it will take during the 2010-2011 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.