

Kingman USD SIG Application's Supplemental Information

Please answer the following questions:

Date 6/4/10

Analysis of School Needs

1. Restate Mission, Vision, and Values for each school.

RESPONSE

Mt Tipton School

Mission: Mt Tipton's mission is to prepare students with lifelong skills to live and learn in a changing world and to encourage students to reach their highest potential as productive members of society.

Vision:

- Provide continuity in the education of all Pre-K through 12th grade students
- Continue open lines of communication with all stakeholders
- Promote interest and commitment to increasing achievement
- Remain focused on student achievement – a student centered process
- Encouraging openness to unique and creative solutions
- Build confidence and capacity among all stakeholders
- Build loyalty and retain highly qualified staff through involvement
- Obtain results in efficiency and productivity
- Establish a positive school climate that facilitates collaboration

Values:

- *Equal Opportunity:* All students have the right to a quality public education that develops their potential, independence, and character.
- *Democracy:* Public education provides individuals with the skills to be involved, informed, and engaged in our representative democracy.
- *Partnership:* Partnerships with parents, families, communities, and other stakeholders are essential to quality public education and student success.

Kingman High School

Mission: Kingman High School will provide a safe, supportive learning environment with opportunities for each student to utilize strengths and develop the skills to become responsible citizens. KHS believes all students can learn, and with dignity and respect, have the ability to achieve greatness.

Vision:

- Become an exemplary learning community that supports innovation
- Commit to continuous improvement
- Develop a collaborative community of educators to develop curriculum, instructional strategies and assessments to ensure all students learn
- Address the academic, social, emotional and physical needs of learners

- Develop curriculum, instructional strategies and assessment to ensure all students learn

Values:

- Every student, regardless of family income or place of residence, deserves a quality education.
- Every student is unique and deserves the opportunity to achieve his / her potential
- Diversity strengthens individuals and the community
- Collaboration and input are essential to success

2. Provide data analysis by grade, including subgroups, and how subgroups will be serviced under SIG; how will diagnostic assessments be used?

Subgroup	Analysis	SIG Services Provided	Assessments																
K – 2 Needs <ul style="list-style-type: none"> • Strengthen reading core • Increased instructional time in reading, language and math • Instructional strategies for high risk students • Language rich environment • Training in data analysis to drive instruction • Weekly analysis of student skills and strategies to provide interventions • Ability to create small –group instruction for RTI Tier 2 & 3 groups 	<table border="1"> <thead> <tr> <th><i>DIBELS</i></th> <th>BM</th> <th>ST</th> <th>INT</th> </tr> </thead> <tbody> <tr> <td>Kinder</td> <td>89</td> <td>6</td> <td>6</td> </tr> <tr> <td>1st</td> <td>36</td> <td>28</td> <td>36</td> </tr> <tr> <td>2nd</td> <td>35</td> <td>19</td> <td>45</td> </tr> </tbody> </table>	<i>DIBELS</i>	BM	ST	INT	Kinder	89	6	6	1 st	36	28	36	2 nd	35	19	45	Instructional Coach <ul style="list-style-type: none"> • HQ Reading • RTI Coordinator • Cognitive coach • PLC participant • DIBELS benchmark proctor Librarian <ul style="list-style-type: none"> • Provide increased instructional time • Participate in RTI • Collaborate with teacher in planning / implementation of reading strategies • Proctor ATI benchmark tests Professional Development <ul style="list-style-type: none"> • Marzano’s high yield strategies • Using data to make instructional decisions • Strengthening the core Social Worker <ul style="list-style-type: none"> • Provide services to strengthen home/school/comm community partnerships • Alleviate barriers to learning Access to up-to-date technology <ul style="list-style-type: none"> • Computers • Tech carts 	DIBELS Next <ul style="list-style-type: none"> • Benchmark 3 times • Progress monitoring every third week • Utilized to design RTI interventions Read Naturally <ul style="list-style-type: none"> • Establish baseline • Weekly monitoring of hot / cold reads and language development Quick Phonics Screener <ul style="list-style-type: none"> • Identify gaps / weaknesses • Utilize data to form RTI strategies and groups Walk Through Observation <ul style="list-style-type: none"> • T-4-S Model • Identify instructional strengths / needs • Monitor Objectives / Pacing • Monitor engagement
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Needs: Objectives/standards will be posted in student friendly language; content reflects posted objectives; environment reflects what is being taught. Students should be engaged in higher order thinking activities; 85% or higher student																			

	engagement; evidence of cooperative learning; teacher monitoring/maintaining order.																																																												
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<p>8th Grade</p> <ul style="list-style-type: none"> • Review of Special Education delivery model; specifically in the area of math • Instructional interventions for Academically at-risk students • Coaching in reading / math instructional strategies • HQ teacher to increase middle school staff and provide middle school model to all 6-8 students • Access to technology as form of intervention • Access to social worker to alleviate social barriers to learning 	<p><u>AIMS</u></p> <table border="1"> <tr> <td>WG R</td> <td>0</td> <td>58</td> <td>38</td> <td>4</td> </tr> <tr> <td>WG M</td> <td>0</td> <td>63</td> <td>25</td> <td>13</td> </tr> <tr> <td>Title I R</td> <td>0</td> <td>57</td> <td>39</td> <td>4</td> </tr> <tr> <td>Title I M</td> <td>0</td> <td>61</td> <td>26</td> <td>13</td> </tr> <tr> <td>Sped R</td> <td>0</td> <td>0</td> <td>50</td> <td>50</td> </tr> <tr> <td>Sped M</td> <td>0</td> <td>0</td> <td>0</td> <td>100</td> </tr> </table> <p><u>Concept / Strand Analysis</u></p> <p>Weakness: Persuasive Text Functional Text Structure / Logic Algorithms</p> <p>Strength: Vocabulary Persuasive Text Geometry Probability</p> <p><u>ATI B-3</u></p> <table border="1"> <tr> <td></td> <td><u>E</u></td> <td><u>M</u></td> <td><u>A</u></td> <td><u>FB</u></td> </tr> <tr> <td>Reading</td> <td>9</td> <td>44</td> <td>39</td> <td>9</td> </tr> <tr> <td>Math</td> <td>0</td> <td>38</td> <td>21</td> <td>42</td> </tr> </table>	WG R	0	58	38	4	WG M	0	63	25	13	Title I R	0	57	39	4	Title I M	0	61	26	13	Sped R	0	0	50	50	Sped M	0	0	0	100		<u>E</u>	<u>M</u>	<u>A</u>	<u>FB</u>	Reading	9	44	39	9	Math	0	38	21	42	<p>Instructional Coach</p> <ul style="list-style-type: none"> • Middle School Coach • Monitor content / delivery • Cognitive coaching • PLC participant <p>Librarian</p> <ul style="list-style-type: none"> • Provide increased instructional time • Participate in developing research / writing skills • Proctor ATI benchmark tests <p>Professional Development</p> <ul style="list-style-type: none"> • Marzano’s high yield strategies • Using data to make instructional decisions • Middle School models / collaboration with other middle schools <p>Middle School Teacher</p> <ul style="list-style-type: none"> • Provide 3rd teacher – implementation of middle school model • Provide instruction / support to middle school students through lower class sizes / interventions <p>E2020 On-Line Instruction</p> <ul style="list-style-type: none"> • Provide access to alternate delivery model / increased instruction time <p>Social Worker</p>	<p>AIMS</p> <ul style="list-style-type: none"> • Analyze by grade, demographic subgroup, content and strands • Create individual profile and goals for each student <p>ATI / Galileo Pre Test</p> <ul style="list-style-type: none"> • Determine baseline, developmental profile • Create goals / strategies based on classroom strengths and needs <p>Benchmark Tests</p> <ul style="list-style-type: none"> • Monitor goals • Assess / adjust <p>Development profile</p> <ul style="list-style-type: none"> • Create dialogues and standards prescriptions <p>Study Island</p> <ul style="list-style-type: none"> • Monitor and track skills progress <p>E2020</p> <ul style="list-style-type: none"> • Diagnose learning deficiencies • Monitor and track interventions <p>Walk Through Observation</p> <ul style="list-style-type: none"> • T-4-S Model • Identify instructional strengths / needs
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		<ul style="list-style-type: none"> Provide services to strengthen home/school/comm community partnerships Alleviate barriers to learning 	<ul style="list-style-type: none"> Monitor Objectives / Pacing Monitor engagement
9th Grade Needs <ul style="list-style-type: none"> Access to a wide variety of courses and curriculum Access to a media center for research, word processing, on-line course Access to a Librarian trained in the use of media / technology Graduation plan Counseling designed to develop 'future story' Increased instructional time on Fridays for Tier 2 (approaching) and Tier 3 (FFB) students 	Terra Nova (% mastering) Reading Basic 21 Text 21 Meaning 16 Strategies 11 Language Structure 21 Strategies 21 Editing 21 Math Relations 16 Computation 11 Measurement 16 Geometry 11 Data 11 Patterns 11 Reasoning 11 ATI B-1 % Passing / 86 B-2 % Passing / 92	Instructional Coach <ul style="list-style-type: none"> High School Coach Monitor content / delivery Cognitive coaching PLC participant Librarian <ul style="list-style-type: none"> Provide increased instructional time Participate in developing research / writing skills Proctor ATI benchmark tests Professional Development <ul style="list-style-type: none"> Marzano's high yield strategies Using data to make instructional decisions High School models / collaboration with other high schools Creating graduation plans Friday School E2020 On-Line Instruction <ul style="list-style-type: none"> Provide access to alternate delivery model / increased instruction time Social Worker <ul style="list-style-type: none"> Provide services to strengthen home/school/comm community partnerships Alleviate barriers to learning 	Stanford 10 <ul style="list-style-type: none"> Analyze by grade, demographic subgroup, content and strands Create individual profile and goals for each student ATI / Galileo Pre Test <ul style="list-style-type: none"> Determine baseline, developmental profile Create goals / strategies based on classroom strengths and needs Benchmark Tests <ul style="list-style-type: none"> Monitor goals Assess / adjust Development profile <ul style="list-style-type: none"> Create dialogues and standards prescriptions Course Assessment <ul style="list-style-type: none"> Assessments from curriculum / ATI test bank E2020 <ul style="list-style-type: none"> Diagnose learning deficiencies Monitor and track interventions Walk Through Observation <ul style="list-style-type: none"> T-4-S Model Identify instructional strengths / needs Monitor Objectives / Pacing Monitor engagement
10th Grade Needs <ul style="list-style-type: none"> Access to a wide variety of courses and curriculum Access to a media center for research, word processing, on-line course Access to a 	AIMS E M A FB WG R 0 60 30 10 WG M 5 35 32 27 Title I R 0 60 30 10 Title I M 3 33 36 27 Sped R 0 0 100 0 Sped M 0 0 38 63 Concept / Strand Analysis	Instructional Coach <ul style="list-style-type: none"> High School Coach Monitor content / delivery Cognitive coaching PLC participant Librarian <ul style="list-style-type: none"> Provide increased instructional time Participate in developing research / writing skills 	AIMS <ul style="list-style-type: none"> Analyze by grade, demographic subgroup, content and strands Create individual profile and goals for each student ATI / Galileo Pre Test <ul style="list-style-type: none"> Determine baseline,

<p>Librarian trained in the use of media / technology</p> <ul style="list-style-type: none"> • Graduation plan • Counseling designed to develop 'future story' • Increased instructional time on Fridays for Tier 2 (approaching) and Tier 3 (FFB) students 	<p>Weakness: Reading Process Expository Text Structure / Logic Patterns</p> <p>Strength: Persuasive Text Functional Text Properties Probability</p> <p><u>ATI</u></p> <p>B-1 % Passing / 86 B-2 % Passing / 92</p>	<ul style="list-style-type: none"> • Proctor ATI benchmark tests <p>Professional Development</p> <ul style="list-style-type: none"> • Marzano's high yield strategies • Using data to make instructional decisions • High School models / collaboration with other high schools • Creating graduation plans <p>Friday School E2020 On-Line Instruction</p> <ul style="list-style-type: none"> • Provide access to alternate delivery model / increased instruction time <p>Social Worker</p> <ul style="list-style-type: none"> • Provide services to strengthen home/school/comm community partnerships • Alleviate barriers to learning 	<p>developmental profile</p> <ul style="list-style-type: none"> • Create goals / strategies based on classroom strengths and needs <p>Benchmark Tests</p> <ul style="list-style-type: none"> • Monitor goals • Assess / adjust <p>Development profile</p> <ul style="list-style-type: none"> • Create dialogues and standards prescriptions <p>Course Assessment</p> <ul style="list-style-type: none"> • Assessments from curriculum / ATI test bank <p>E2020</p> <ul style="list-style-type: none"> • Diagnose learning deficiencies • Monitor and track interventions <p>Walk Through Observation</p> <ul style="list-style-type: none"> • T-4-S Model • Identify instructional strengths / needs • Monitor Objectives / Pacing • Monitor engagement
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Analysis of LEA Capacity

1. Provide plan for PD (calendar, when embedded, how differentiated, coordinated by whom, although initially based on needs assessment, how will it be evaluated, what are the goals of and for the external provider? (If costs, add to budget).

Date / Category	Coordinator	Evaluation
<p>Monday & Tuesday 8/2 & 8/3/10</p> <p>Back to School Workshop</p> <p>Smart Board/Mimeo Training</p> <p>Love and Logic/ATI</p> <p>Bullying Prevention</p> <p>Positive Behavioral Intervention</p> <p>Dynamic Secondary and Middle School Lesson Plans</p> <p>Conscious Classroom Management</p> <p>PLC Development Sessions</p> <p>Review of AIMS results</p>	<p>Principal</p> <p>Vice Principal</p> <p>Team Leaders</p>	<p>Walk Through observations</p> <p>Teacher Evaluations</p> <p>PLC Agenda Minutes</p> <p>(The shop is new to the school – it is driven by the SIG grant needs assessment and transformation goals. The work shop has not occurred in past years and has not been funded by M/O)</p>

Friday August 20, 2010: 8-11 The Art of Setting Limits / How to Set Limits With Students CPI Model of Intervention	District Team Principal Director of Exceptional Student Services	Office Referrals Walk Through Observation of engagement / monitoring order
Friday September 17, 2010: 8-11 ATI / AIMS Blueprints	Director of Assessment Principal	ATI Scores / Goals AIMS Goals / Maps
Friday October 15, 2010: 8-11 Ruby Payne - Modules 2-4: Resources, Language & Story, Hidden Rules, Role Models	Instructional Coach Team	Walk Through Observations Student Surveys Family Surveys Social Worker Data Collection
Friday November 5th, 2010: 8-11 Ruby Payne Modules 5-9: Support Systems, Discipline, Instruction & Achievement, Relationships	Instructional Coach Team	Walk Through Observations Student Surveys Family Surveys Social Worker Data Collection
Friday January 21, 2011 ATI Data Review	Director of Assessment Instructional Coach E2020 On-Line Coordinator	ATI Goals Developmental profile
Friday April 15, 2011 Love and Logic / How to keep students Engaged	Instructional Coach Team	Office Referrals Social Worker data collection
Friday May, 2011 Mt. Tipton End of Year Data Review and Goal Setting	Director of Assessment Principal / Vice Principal	Data Analysis work sheets SMART Goals Student Growth between benchmarks

Wednesday late start meetings will also focus on ongoing training on: Classroom management, PLC's, and IT training

2. Provide explicit plan to ensure all teachers use curriculum maps and pacing guides. Provide plan to monitor teacher implementation which ensures all teachers link instruction to student achievement data.

Strategy	Monitoring Device	Link to Instruction
Curriculum Map	Lesson Plans Standards Based Check-List ATI Benchmark analysis using developmental profile	Reviewed by administration to determine adequate instruction and access to all standards PLC group will monitor instruction of strands / concepts using lesson plan check-lists and compare with ATI benchmark results to determine if instruction matches achievement
Walk Through Observation	T-4-S / district observation form Statistical analysis by category and indicator	Monthly walk through by district admin / weekly walk through by school admin to monitor objectives, appropriate pacing and link to standards
PLC Team Meetings	Lesson plans / pacing guide Analysis of student achievement by standard PLC agenda / minutes	Monitor student growth from baseline indicators Collect evidence of student growth using class work & benchmark assessments

Analysis of LEA Commitment

1. Provide strategic plan to address challenge of parental and community involvement.

Parent Involvement Strategy	Goals	Responsible Person(s)
Parenting	Suggestions to support learning Parent Education Courses Links to resources / services	Teachers Parent / Teacher Coalition
Volunteering	Parent Rooms Volunteer Logs Training Sessions At home / at school tasks Academic Volunteers	Parent Involvement Coordinator School Admin

Communication	<p>Clear information / policies</p> <p>Regular and varied forms of communication</p> <p>School report cards / conferences</p>	<p>School Admin</p> <p>Teachers</p>
Decision Making	<p>District level committees for family involvement</p> <p>Input on parent involvement / improvement policies</p> <p>Needs assessments</p>	<p>Title I Director</p> <p>School Admin</p>
Community Involvement	<p>Share information on community health, cultural, recreational and social support</p> <p>Provide link to community services</p> <p>Recruit community volunteers</p>	<p>Community representatives</p> <p>Parent Involvement Coordinator</p> <p>School Admin</p>
Learning At Home	<p>Provide homework policies / information</p> <p>Provide additional resources</p> <p>Set goals with families</p>	<p>Teachers</p> <p>School Admin</p>

Root Causes

1. Provide description of what student learning will look like under SIG. What will students know and be able to do? How will this happen? What characterizes the learning environment?

Student Learning	Instructional Practices	Learning Environment
<p>Meet or Exceed the AZ / Core Academic Standards through:</p> <p>Acquisition of knowledge</p> <p>Comprehension of subject matter</p> <p>Application of skills</p> <p>Analysis of learning</p> <p>Synthesis of new ideas</p> <p>Evaluation of learning</p> <p>Accepting responsibility</p> <p>Respecting others</p> <p>Listening to others</p>	<p>Objectives / standards posted</p> <p>Content that reflects objectives</p> <p>Use of resources</p> <p>Reading to / with students</p> <p>Cooperative learning strategies</p> <p>Comparison / Contrast</p> <p>Graphic Organizers</p> <p>Differentiation</p> <p>Discussions</p> <p>Visual strategies</p>	<p>Evidence of procedures</p> <p>Effective transitions</p> <p>High student engagement</p> <p>Acknowledgement of progress</p> <p>Safe learning environment</p> <p>Organized environment</p> <p>Presence of Higher order thinking</p> <p>Reflects what is being taught</p> <p>Equitable use of resources</p> <p>Positive peer interactions</p>

Schools to be Served

n/a

LEA's Accountability

n/a

Budget

Kingman High School (*Site 2 Budget Tab*)

- **INSTRUCTION – Salaries:** For the “On-Line School Coordinator to work with students \$35,000,” please include the number of FTE and how the position ties in to the SIG Application. [Included in budget description and SIG strategies](#)
- **INSTRUCTION – Purchased Professional Services:** “E2020 Online Interventions” should be budgeted under **INSTRUCTION – Supplies**. Please correct. [Corrected](#)
- **SUPPORT SERVICES – Salaries and Employee Benefits:** The “Interventionist to work in Homework Center with students at risk of failing” should be budgeted under **INSTRUCTION – Salaries and Employee Benefits**. Please correct. [Corrected](#)

MT Tipton:

- The Middle school teacher and Librarian require additional detail. How many FTE and what is the purpose? [Added into description of budget line items and SIG strategies](#)
- “Supplies to support Professional development academy for 2-day back to school training” should be budgeted in **SUPPORT SERVICES – Supplies**. Please be advised, however, that if this 2-day back to school training is a regular annual event that is generic as to new teacher orientation and PD, rather than specific and exclusive to SIG, the use of SIG funds for this purpose would be considered **supplanting**. [Indication that training is new and directly linked to SIG goals / strategies included](#)
- The “price to hire professional development speaker for new teacher training” requires additional supporting narrative and cost detail, including who the presenter is, what the topic of his/her presentation is, and how does it relate directly to SIG. Also, if allowable, this request should be budgeted under **SUPPORT SERVICES – Purchased Professional Services**. [Cut from application](#)
- Are the “E2020 site licenses for interventions / high school expanded curriculum 40 @ 532 per concurrent license = \$21,280” paid for on an annual basis? If so, the LEA needs to demonstrate sustainability of this instructional program within the narrative of their SIG Application. It should be budgeted under **INSTRUCTION – Supplies**. [District will pick up cost after life of grant has ended and evidence indicates the strategy was successful](#)

Overall:

- Review entire budget to ensure USFR compliance. [Reviewed – did not find a place for capital items on the Summary budget / allowable expense page – not sure where the capital costs would fall](#)
- Update entire budget with correct titles, programs, positions, costs for PD, according to supplemental and original narratives. [Checked titles / positions](#)

Sustainability

n/a