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LEA APPLICATION COVER PAGE

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

LEA Name: Sanders Unified School District	NCES ID#	CTDS#	Entity ID
		10218000	4156
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School Board President *Carl Goodluck* Date 3/4/11

Superintendent Signature *Windy Porter* Date 3/4/11

Federal Program Director Signature *Amy Hess* Date 3/4/11

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
Sanders Middle School		10218002	4723			X
Sanders Elementary School		10218001	4722	X		

A. LEA'S ANALYSIS OF SCHOOL'S NEEDS

With data and information available to you, analyze the needs of each of your Tier I and Tier II 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/charter holder, 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.

Description of Location Characteristics

Sanders Unified School District is a small, rural, high poverty district in Apache County, located in the northeastern area of Arizona, surrounded by the Navajo Nation Reservation, about 50 miles east of Holbrook, on I-40 and Highway 191 South. Most of those who seek employment must travel to Holbrook (50 miles), St. Johns (50 miles), Window Rock (45miles) or to Gallup, New Mexico (40 miles) for employment. The two major employers in Sanders are the School District and the Arizona Frac Sand Mine Development, the only other businesses in town are: Family Dollar, Mustang Gas Station and Convenience Store, Burnham Trading Post, Puerco Valley Fire Department, and Sanders Medical Clinic.

There are two restaurants, no theatres, no supermarkets, no entertainment venues of any kind. So, adults, teens and children must travel to Gallup, Holbrook, Winslow or Flagstaff. Housing and rental properties are very limited. Therefore, most of the staff and administration who are not Sanders' natives are housed in a trailer compound located on District property.

The Elementary school is located directly off I-40 and Hwy. 191 South and is situated on state land. The Middle School is located on a mesa approximately a quarter mile north of the Elementary School, also on state land. The High School is located two miles south of I-40 and Hwy. 191 and is on the Navajo Nation Reservation. All three schools service Oak/Pine Springs Chapter (26 miles), Lupton Chapter (20 miles), Houck Chapter (8 miles), Nahtadziil Chapter (2 miles), Wide Ruins (16 miles), and Klagetoh Chapter (22 miles). Based on the vast area we serve, many of our students have up to a two hour bus ride each way. Some of our students' basic needs are not met because water or electric services are not available to their homes. As basic needs are not met their learning abilities are hindered.

A1 Description of Demographic Information

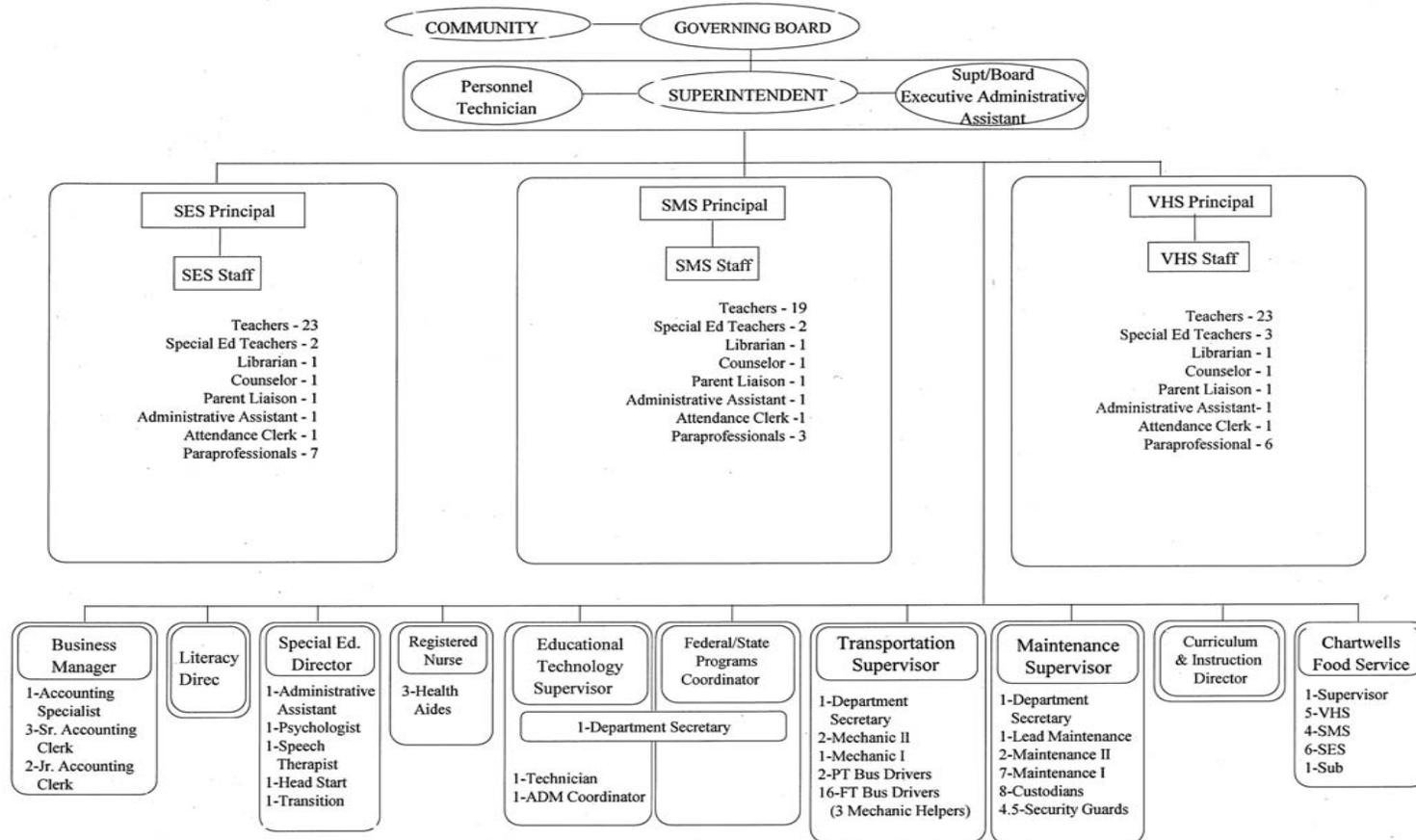
The current enrollment of Sanders Unified School District is approximately 990, comprised predominantly of Native American children; with 91% eligible for free/reduced lunch, 13% identified as English Language Learners (ELL), and 14% identified as Special Needs. The school district includes one PreK-5 elementary school, one 6-8 middle school and one high school. The current PreK-5 enrollment is 359 students; 253 students in 6-8, and 323 students in high school. The Navajo Nation Head Start programs are limited in this area. . Currently, two Head Start programs provide services in Lupton and Sanders. The Head Start programs are inconsistent and close often due to funding, personnel, and lack of proper certifications. These programs are not part of Sanders Unified School District. We service six special education students that attend Head Start. Thus, many of our incoming kindergarten students start school with educational deficiencies of two or more years. We currently are in the process of setting up a second pre-school program. These two pre-school classes will service forty students. The purpose of these classes is to develop and prepare students for entry into kindergarten.

The following are community and family demographics, as indicated by school, community records, and the 2000 Census:

- 91% of SUSD students receive free or reduced lunch. (Based on the 2010/2011 school year Free and Reduce Lunch Application)
- Over 53% of the population is below the poverty level. (Based on the 2000 census)*
- 100% of families with more than 5 children are below the poverty level.
- Pre-tax median annual income of SUSD families is \$12,000.00.
- 52% of eligible workers are not considered “in the labor force”
- 68% High School graduation rate.
- 14% of students in SUSD receive Special Education services.
- 88% of SUSD students are eligible for Title I services.

Size and Composition of Staff

SUSD #18 ORGANIZATIONAL CHART - (2010 - 2011)



Governing Board Approved: 11/01/10

Community Resources

The District's Mission, Vision, and Organizational Values statements were created jointly with staff, parent and community input. These statements are examples of what the Sanders Unified District perceived; a comprehensive educational system of pride, responsibility, and accomplishment supported by a district- community partnership.

Partnerships include:

- Navajo Nation Behavioral Health
- Navajo Nation Probation Department
- Navajo Police Department
- Houck Chapter House
- Lupton Chapter House
- Wide Ruins Chapter House
- Klagetoh Chapter House
- Oak Springs Chapter House
- Nahtadziil Chapter House
- Nahtadziil Clinic
- Sanders Medical Clinic
- Apache County Juvenile Probation
- Apache County Sherriff's Department
- Indian Education Committee (JOM)
- Little Colorado Behavioral Health
- Puerco Valley Fire Department
- Apple Dumplin' Restaurant
- Shideezhi Club
- PTO (SES)
- Navajo Nation Head Start

A.2 How do we operate and do business at the LEA/charter holder 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.

Culture and Climate

The climate, culture, values and beliefs that are part of Sanders Unified School District have been determined by a review process implemented by the School Improvement Team members during the completion of the application for the SIG. *Advance Ed* educational surveys were used in developing a portion of these results. The surveys are: Parent Survey (PS), Community Survey (CS), Teacher Survey (TS), Student Survey (SS) and Support Staff Survey (SSS). Other resources used are: District policy, Solution Team findings and SAI (PD survey). The Standards and Rubric were not used in developing the ASIP for SES, thus the data was not utilized. Based on the JOM Survey, the community of SUSD believes that the schools of SUSD are doing a good job.

Currently, the Mission, Vision, and Values statement of the District are being revised. They will be revised by a group of stakeholders utilizing the data from the Continuous School Improvement Plan and the District Needs Assessment.

The results of the District Needs Assessment are outlined below:

Stakeholders	Strengths	Challenges
SES Students (SS)	<ul style="list-style-type: none"> • Students value homework • Classroom Management • Students are supported by teachers • Given rewards and incentives • Encouraged by all staff 	<ul style="list-style-type: none"> • Bullying is present • Home and school connection • Lack of technology literacy • Student concerns are not listened to • Lack of Theatre Arts
SMS/VHS Students (SS)	<ul style="list-style-type: none"> • Integrity is reinforced • Differentiated Instruction • Variety of activities • Students are challenged to do their best • Technology and other resources are used 	<ul style="list-style-type: none"> • Drugs are too readily available • Bullying is not under control • Students lack supplies that are in good condition
Parents (PS)	<ul style="list-style-type: none"> • School rules are enforced equally • Student documentation is easy to understand • Parents see the environment as safe and orderly • School is clean and well maintained 	<ul style="list-style-type: none"> • Bullying is a problem • Lack of foreign languages • There is little preparing of our students to deal with issues and problems they will face in the future • Lack of the Arts

	<ul style="list-style-type: none"> • Cheating is discouraged 	<ul style="list-style-type: none"> • Need for more CTE classes
Community (CS and JOM)	<ul style="list-style-type: none"> • Schools promote high value within the community • Parent information is provided by technology and other media • Good technology is available to students • The community sees the environment as safe and orderly • Student are recognized for a variety of successes • JOM Survey rates the schools as good to very good 	<ul style="list-style-type: none"> • Bullying is a problem • Our schools do not perform well when compared to other schools • The School Board is not responsive to the needs of the community • School discipline is not maintained at our schools • There are no clear connections between what students receive at school and the real world
Teachers (TS and SAI)	<ul style="list-style-type: none"> • Individual help is available to students • Teachers are committed to continue improvement focused on improving student learning • Students receive additional help if needed • Up to date technology is available in our schools • The curriculum is aligned with standards • Principal believes that continuing education is essential for teachers • Teacher P.D. is part of our school improvement plan • School leadership encourages sharing of responsibility to achieve school goals • Teachers show respect for all sub- 	<ul style="list-style-type: none"> • Bullying is a problem • Drugs/alcohol are a problem at our schools • Lack of the Arts • There is little preparing of our students to deal with issues and problems they will face in the future • Students are not motivated • Teachers do not share data • Teachers do not receive feedback from other colleagues • Lack of substitute availability for observing other teachers and attending P.D. • P.D. follow-up and evaluation is not enforced • Teachers are not allowed to choose their P.D. • Lack of community involvement to

	<p>populations in the school</p> <ul style="list-style-type: none"> • Teachers use researched base instructional strategies 	<p>increase academics</p>
Support Staff (SSS)	<ul style="list-style-type: none"> • Our schools are committed to improving student learning • School facilities meet the needs of student learning • Cheating is discouraged • SUSD has clear mission and goals that provide our staff with purpose and direction • Adequate security is in place 	<ul style="list-style-type: none"> • SUSD salaries are low • Bullying is a problem • Drugs /alcohol are a problem at our schools • Students do not respect the staff in our schools regardless of their roles • Training has not been provided for us in how to discipline students
Solution Team Findings	<ul style="list-style-type: none"> • 4.1 Climate is conducive for increased academic achievement • 4.2 Building is very clean, and students were observed maintaining a clean environment • Teachers and security were visible • Building is secured and controlled • 4.3 School handbook contains a discipline matrix • The principal is highly visible • 4.7 Anti-bullying is in place • Students behave in a manner consistent with the core school values • Small group counseling and mediation is provided by the school counselor 	<ul style="list-style-type: none"> • 4.8 Little evidence of school wide collaboration • Disconnect from cross curriculum collaboration

Strengths and Challenges

The district has faced many challenges over the past decade. Seven superintendents and four principals have filled the positions in the last ten years. This has caused inconsistency in leadership. Procedures, curriculum, and programs have changed multiple times and there has been no stability for the success of our students. Having the transformational model in place will allow for consistency over a period of years that will enable SUSD to help fulfill the needs of our vision and district mission for student success.

Successes for the district during the 2010-2011 school year include:

- DIBELS benchmark assessment and progress monitoring are now in place.
- Galileo Assessment Program is being utilized in all schools for benchmark and formative assessment.
- Atlas Rubicon (computer software program) is being used to establish curriculum, pacing guides, and storage of teaching resources. This program provided alignment for all State Standards with teaching lesson.
- Job embedded professional development has been provided in all of the above mentioned areas.
- A written District Literacy Plan has been developed and is being implemented.
- Literacy blocks (2 hours) have been formed in grades K-5.

Challenges for the district during the 2010-2011 school year include:

- Bullying is a consistent problems in all grade levels
- Lack of home/school connection
- Student concerns are not listened to
- School attendance is not a priority for some families
- School discipline is not maintained at our schools
- Drugs/alcohol are a problem at Sanders Middle School and Valley High School
- Sanders Unified School District salaries are low

A significant raise in the salary schedule for 2011-2012 school year has been approved by the school board. Hearings related to drug/alcohol are on-going throughout the 2010-2011 school year, helping to remove students selling drugs on campus. Meetings with Parent Liaisons were held during the 2010-2011 school year to help with parent/community communication relationships. Plans are in process for quarterly district wide parent forums.

Summary of all findings attachment #1 Advanced Ed Survey
#2 JOM Survey
#3 Solution Team Findings
#4 SAI Survey (2009-2010)

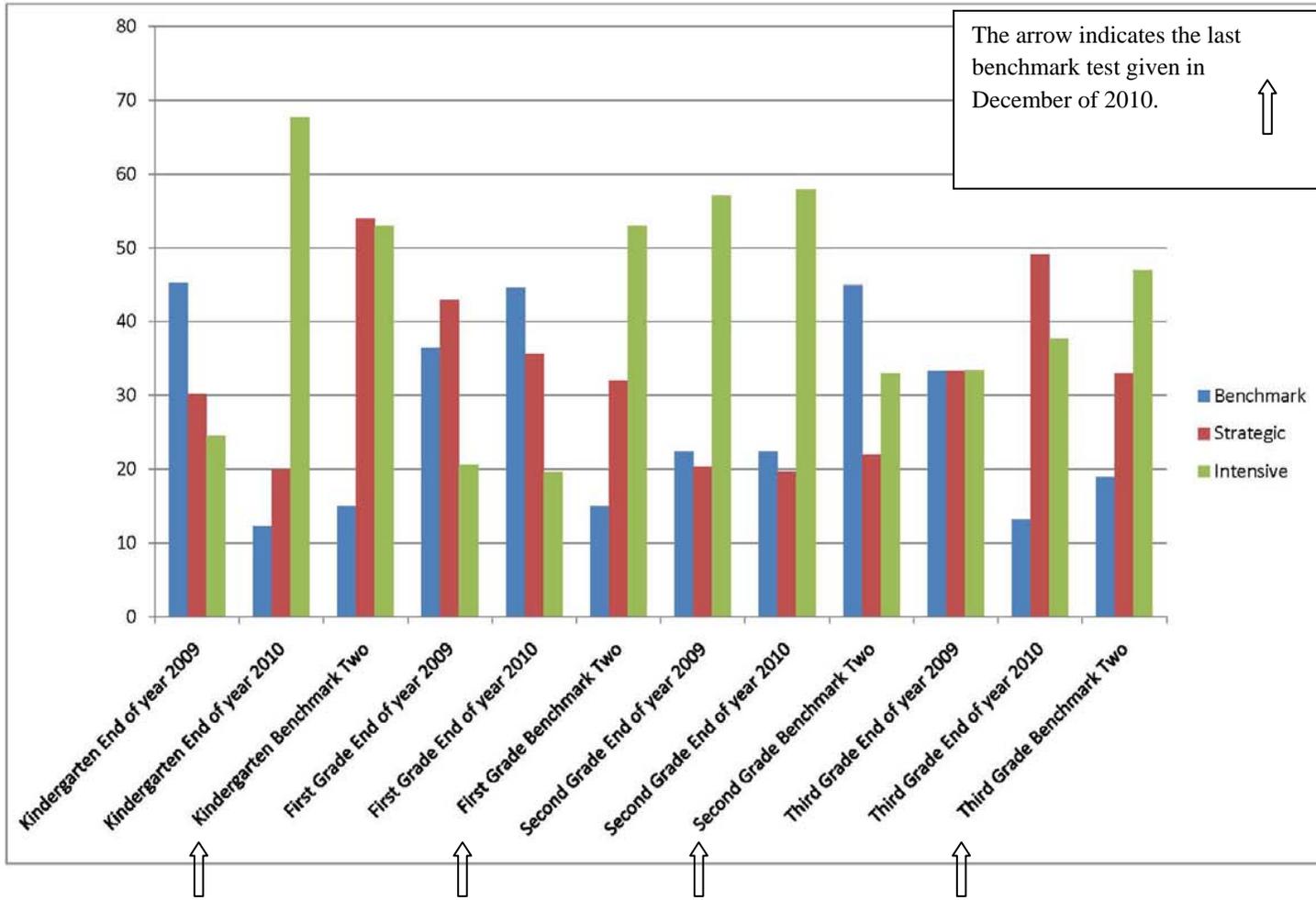
A.3 How are our students doing? A4 data trends follow after data

- 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.
- The charts following are:
 1. D.I.B.E.L.S.
 2. Galileo Benchmark comparisons
 3. A.I.M.S. Three year comparisons
 4. A.I.M.S. Longitudinal comparisons
 5. A.Y.P. Ethnicity and Services comparisons
 6. **Solution Team Findings**

A3 - Narrative of K-3 D.I.B.E.L.S

The DIBELS data has been taken from the current year, the middle benchmark, and the end of the last two school years. Data shows an inconsistency in improvement in all grade levels with the exception of second grade. In the school years of 2008-2009 and 2009-2010 there was no progress monitoring data kept. The school year 2010-2011 progress monitoring was implemented in grades K-3. However, the majority of teachers did not follow through. The majority of our students are scoring in the intensive range.

D.I.B.E.L.S. Scores from 2008/09 School Year to Current Benchmark Assessment



A4 - D.I.B.E.L.S. Trends

Interventions for K-1 are 30 minutes a day, Monday through Friday, for all intensive students. Grades 2-5 are serviced by a reading interventionist who has limited availability. Thus, students are not serviced appropriately. Intensive students in grades 2-3 are serviced at teacher discretion. Progress monitoring is inconsistent; therefore it is hard to decipher success of students in regard to benchmarking. Appropriate interventions are not being applied for individual student needs. This is a continuing problem and will be addressed thoroughly for the remainder of this school year by the Literacy Director and by the school leadership team for the 2011-2012 school year.

A3 - Narrative for Galileo Benchmarks

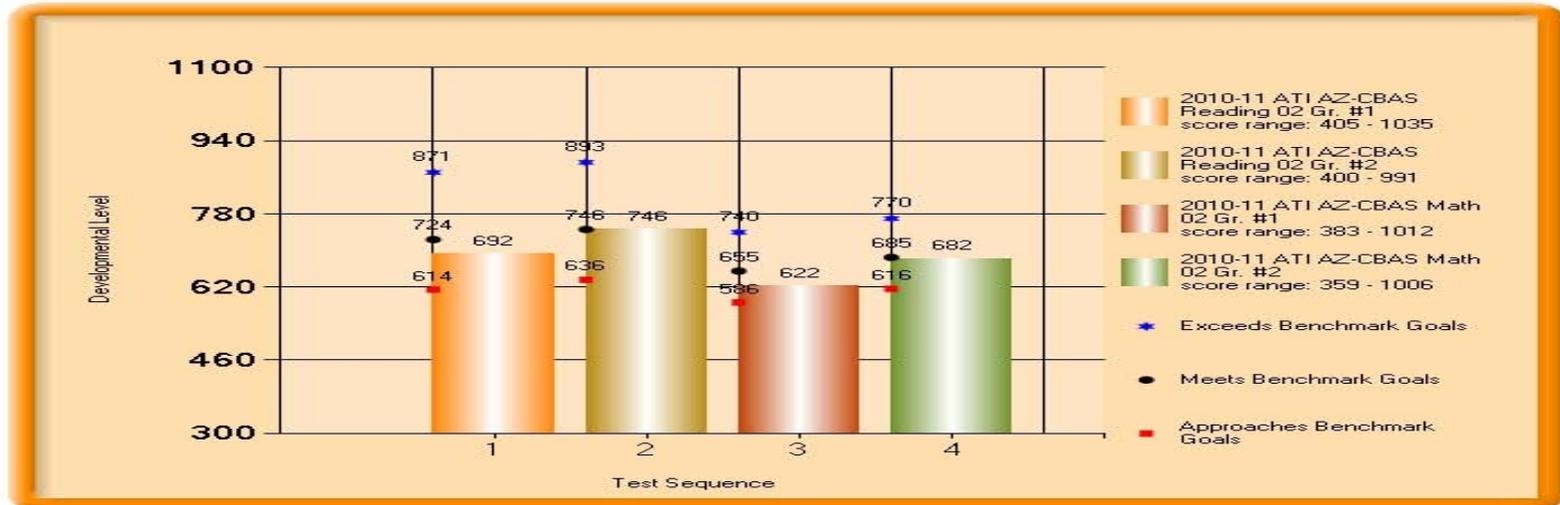
This is the first year that SUSD has used Galileo (ATI). The teachers have been going through development of their own formative quarterly assessments as well as the district benchmarks given in September, December, and March. Our first benchmark, which is the Galileo CBAS test (computer generated AIMS simulation test), was given in September of 2010 and the second benchmark was given in December of 2010. The purposes of these tests are to project how our students will perform on the A.I.M.S. test. The two benchmarks show the growth or decline that has taken place between the testing periods.

Second Grade Reading and Math



Aggregate Multi-Test Report

District: Sanders Unified District
School(s): [All Schools]
Class(es): [All Classes]



Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2010-11 ATI AZ-CBAS Reading 02 Gr. #1 (55)	18.18 % (10)	47.27 % (26)	34.55 % (19)	0.00 % (0)
2010-11 ATI AZ-CBAS Reading 02 Gr. #2 (55)	9.09 % (5)	36.36 % (20)	49.09 % (27)	5.45 % (3)
2010-11 ATI AZ-CBAS Math 02 Gr. #1 (55)	30.91 % (17)	36.36 % (20)	27.27 % (15)	5.45 % (3)
2010-11 ATI AZ-CBAS Math 02 Gr. #2 (55)	23.64 % (13)	32.73 % (18)	29.09 % (16)	14.55 % (8)

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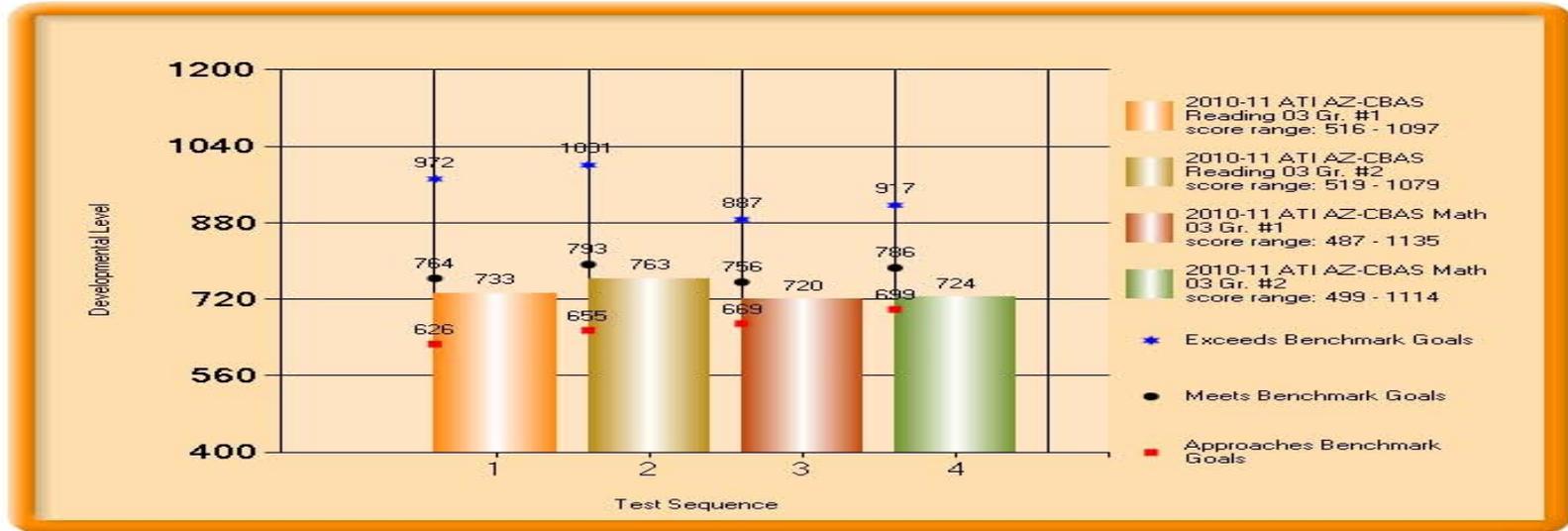
Thursday, February 10, 2011

Third Grade Reading and Math



Aggregate Multi-Test Report

District: Sanders Unified District
School(s): Sanders Elementary School, Sanders Middle School, Valley High School
Class(es): [All Classes]



Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2010-11 ATI AZ-CBAS Reading 03 Gr. #1 (68)	16.18 % (11)	39.71 % (27)	44.12 % (30)	0.00 % (0)
2010-11 ATI AZ-CBAS Reading 03 Gr. #2 (68)	16.18 % (11)	44.12 % (30)	38.24 % (26)	1.47 % (1)
2010-11 ATI AZ-CBAS Math 03 Gr. #1 (68)	25.00 % (17)	44.12 % (30)	26.47 % (18)	4.41 % (3)
2010-11 ATI AZ-CBAS Math 03 Gr. #2 (68)	50.00 % (34)	19.12 % (13)	26.47 % (18)	4.41 % (3)

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Fourth Grade Reading and Math



Aggregate Multi-Test Report

District: Sanders Unified District
School(s): Sanders Elementary School, Sanders Middle School, Valley High School
Class(es): [All Classes]



Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2010-11 ATI AZ-CBAS Reading 04 Gr. #1 (54)	14.81 % (8)	55.56 % (30)	29.63 % (16)	0.00 % (0)
2010-11 ATI AZ-CBAS Reading 04 Gr. #2 (54)	22.22 % (12)	40.74 % (22)	35.19 % (19)	1.85 % (1)
2010-11 ATI AZ-CBAS Math 04 Gr. #1 (54)	31.48 % (17)	46.30 % (25)	22.22 % (12)	0.00 % (0)
2010-11 ATI AZ-CBAS Math 04 Gr. #2 (54)	29.63 % (16)	46.30 % (25)	24.07 % (13)	0.00 % (0)

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Thursday, February 10, 2011

Fifth Grade Reading and Math



Aggregate Multi-Test Report

District: Sanders Unified District
School(s): Sanders Elementary School, Sanders Middle School, Valley High School
Class(es): [All Classes]



Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2010-11 ATI AZ-CBAS Reading 05 Gr. #1 (62)	32.26 % (20)	32.26 % (20)	35.48 % (22)	0.00 % (0)
2010-11 ATI AZ-CBAS Reading 05 Gr. #2 (62)	32.26 % (20)	27.42 % (17)	38.71 % (24)	1.61 % (1)
2010-11 ATI AZ-CBAS Math 05 Gr. #1 (62)	50.00 % (31)	22.58 % (14)	27.42 % (17)	0.00 % (0)
2010-11 ATI AZ-CBAS Math 05 Gr. #2 (62)	50.00 % (31)	11.29 % (7)	30.65 % (19)	8.06 % (5)

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Sixth Grade Reading and Math



Aggregate Multi-Test Report

District: Sanders Unified District
School(s): Sanders Elementary School, Sanders Middle School, Valley High School
Class(es): [All Classes]



Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2010-11 ATI AZ-CBAS Reading 06 Gr. #1 (65)	10.77 % (7)	44.62 % (29)	43.08 % (28)	1.54 % (1)
2010-11 ATI AZ-CBAS Reading 06 Gr. #2 (65)	38.46 % (25)	24.62 % (16)	30.77 % (20)	6.15 % (4)
2010-11 ATI AZ-CBAS Math 06 Gr. #1 (65)	50.77 % (33)	38.46 % (25)	10.77 % (7)	0.00 % (0)
2010-11 ATI AZ-CBAS Math 06 Gr. #2 (65)	38.46 % (25)	41.54 % (27)	16.92 % (11)	3.08 % (2)

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Thursday, February 10, 2011

Seventh Grade Reading and Math



Aggregate Multi-Test Report

District: Sanders Unified District
School(s): Sanders Elementary School, Sanders Middle School, Valley High School
Class(es): [All Classes]



Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2010-11 ATI AZ-CBAS Reading 07 Gr. #1 (69)	30.43 % (21)	21.74 % (15)	47.83 % (33)	0.00 % (0)
2010-11 ATI AZ-CBAS Reading 07 Gr. #2 (69)	15.94 % (11)	27.54 % (19)	53.62 % (37)	2.90 % (2)
2010-11 ATI AZ-CBAS Math 07 Gr. #1 (69)	62.32 % (43)	15.94 % (11)	21.74 % (15)	0.00 % (0)
2010-11 ATI AZ-CBAS Math 07 Gr. #2 (69)	75.36 % (52)	8.70 % (6)	13.04 % (9)	2.90 % (2)

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Eight Grade Reading and Math



Aggregate Multi-Test Report

District: Sanders Unified District
School(s): Sanders Elementary School, Sanders Middle School, Valley High School
Class(es): [All Classes]



Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2010-11 ATI AZ-CBAS Reading 08 Gr. #1 (57)	7.02 % (4)	26.32 % (15)	64.91 % (37)	1.75 % (1)
2010-11 ATI AZ-CBAS Reading 08 Gr. #2 (57)	5.26 % (3)	21.05 % (12)	63.16 % (36)	10.53 % (6)
2010-11 ATI AZ-CBAS Math 08 Gr. #1 (57)	52.63 % (30)	8.77 % (5)	29.82 % (17)	8.77 % (5)
2010-11 ATI AZ-CBAS Math 08 Gr. #2 (57)	45.61 % (26)	1.75 % (1)	38.60 % (22)	14.04 % (8)

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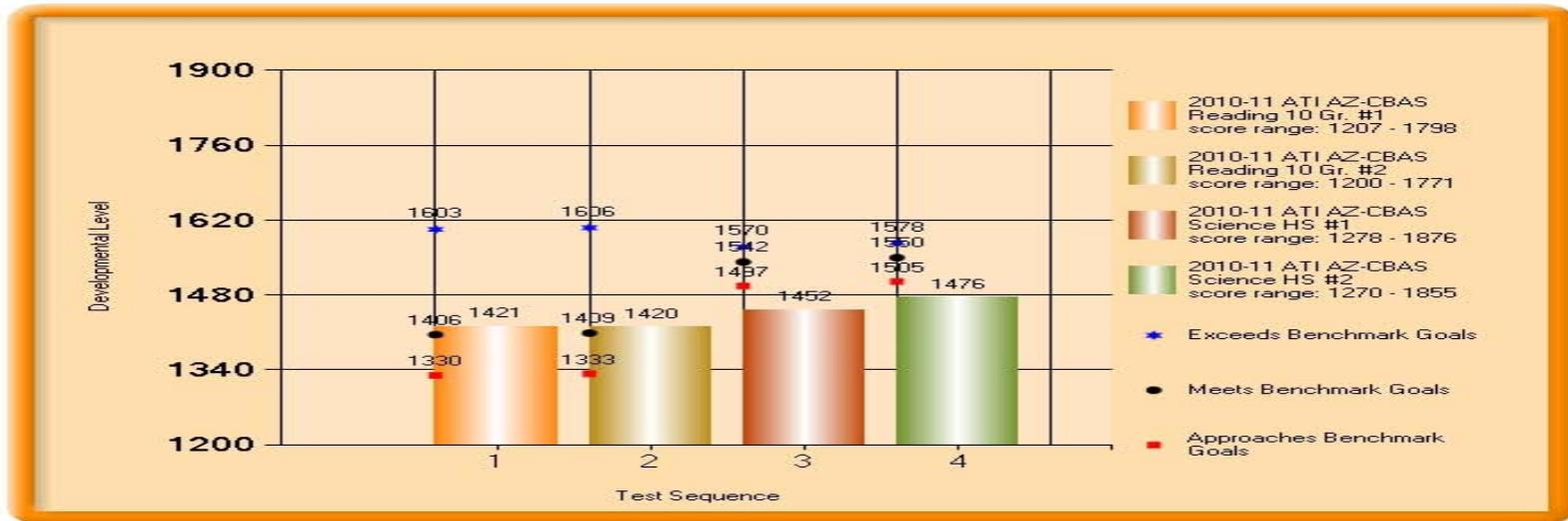
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High School Reading and Science



Aggregate Multi-Test Report

District: Sanders Unified District
School(s): Sanders Elementary School, Sanders Middle School, Valley High School
Class(es): [All Classes]



Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2010-11 ATI AZ-CBAS Reading 10 Gr. #1 (54)	14.81 % (8)	31.48 % (17)	51.85 % (28)	1.85 % (1)
2010-11 ATI AZ-CBAS Reading 10 Gr. #2 (54)	16.67 % (9)	31.48 % (17)	51.85 % (28)	0.00 % (0)
2010-11 ATI AZ-CBAS Science HS #1 (54)	70.37 % (38)	20.37 % (11)	7.41 % (4)	1.85 % (1)
2010-11 ATI AZ-CBAS Science HS #2 (54)	68.52 % (37)	16.67 % (9)	5.56 % (3)	9.26 % (5)

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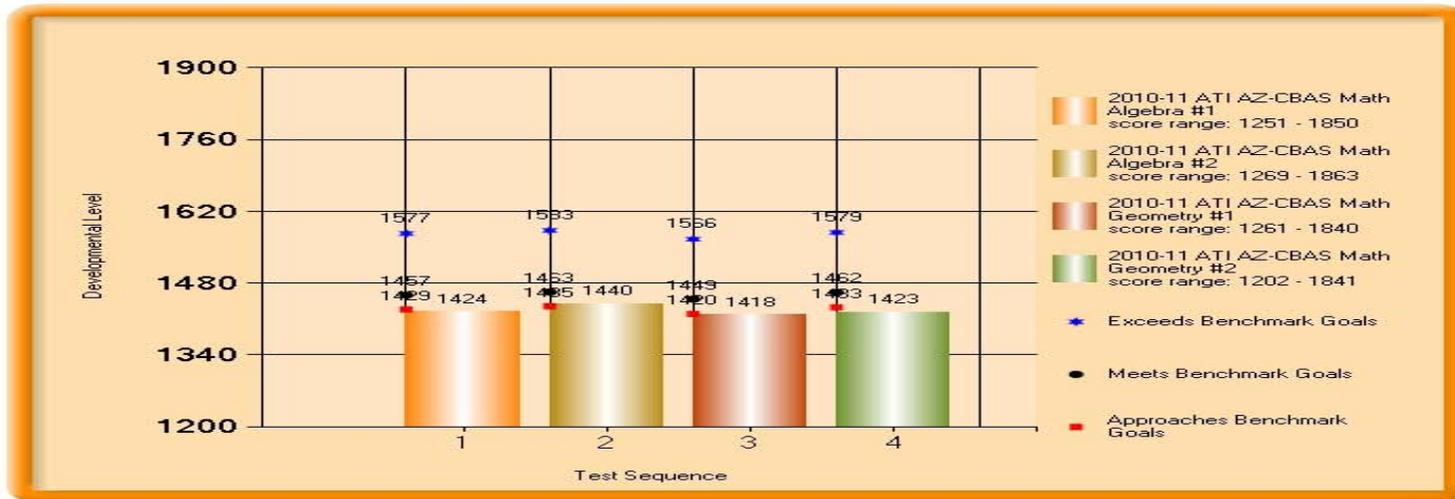
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High School Algebra and Geometry



Aggregate Multi-Test Report

District: Sanders Unified District
School(s): Sanders Elementary School, Sanders Middle School, Valley High School
Class(es): [All Classes]



Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2010-11 ATI AZ-CBAS Math Algebra #1 (134)	55.22 % (74)	14.93 % (20)	23.13 % (31)	6.72 % (9)
2010-11 ATI AZ-CBAS Math Algebra #2 (134)	55.22 % (74)	14.93 % (20)	27.61 % (37)	2.24 % (3)
2010-11 ATI AZ-CBAS Math Geometry #1 (134)	52.99 % (71)	13.43 % (18)	29.85 % (40)	3.73 % (5)
2010-11 ATI AZ-CBAS Math Geometry #2 (134)	60.45 % (81)	12.69 % (17)	26.12 % (35)	0.75 % (1)

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Thursday, February 10, 2011

A4 - Trends of Galileo Benchmarks

Grade level summaries are as follows:

2nd Grade

Reading benchmarks increased from the first benchmark to the second. Math benchmarks increased from the first to the second. Both Reading and Math second benchmarks were above the benchmark goal.

3rd Grade

Reading benchmarks remained the same from the first benchmark to the second. Math benchmarks decreased from the first to the second. Scores were not at the desired goal.

4th Grade

Reading benchmarks increased from the first benchmark to the second. Math benchmarks increased slightly from the first to the second. Scores were not at the desired goal.

5th Grade

Reading benchmarks increased from the first benchmark to the second. Math benchmarks increased slightly from the first to the second. Both Reading and Math second benchmarks were below the benchmark goal.

6th Grade

Reading benchmarks decreased from the first benchmark to the second. Math benchmarks increased from the first to the second. Both Reading and Math second benchmarks were below the benchmark goal.

7th Grade

Reading benchmarks increased from the first benchmark to the second. Math benchmarks decreased from the first to the second. Reading second benchmarks were above the benchmark goal. Math second benchmarks were below the benchmark goal.

8th Grade

Reading benchmarks increased from the first benchmark to the second. Math benchmarks increased from the first to the second. Both Reading and Math second benchmarks were above the benchmark goal.

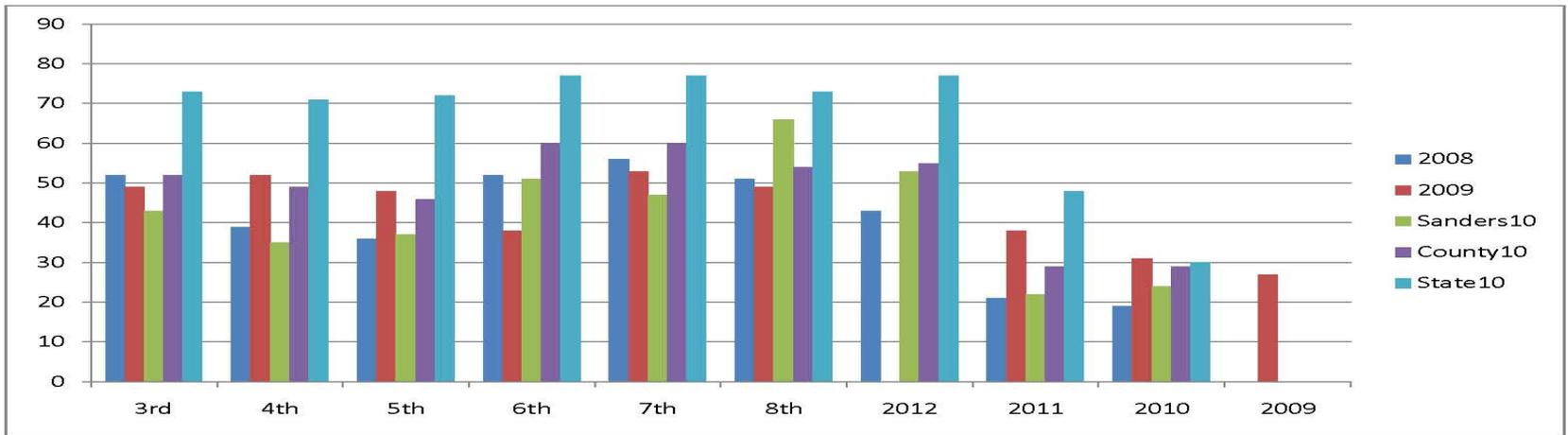
High School (10th grade)

Reading benchmarks decreased from the first benchmark to the second. Algebra showed a slight increase, while Geometry showed a slight decrease from the first benchmark to the second.

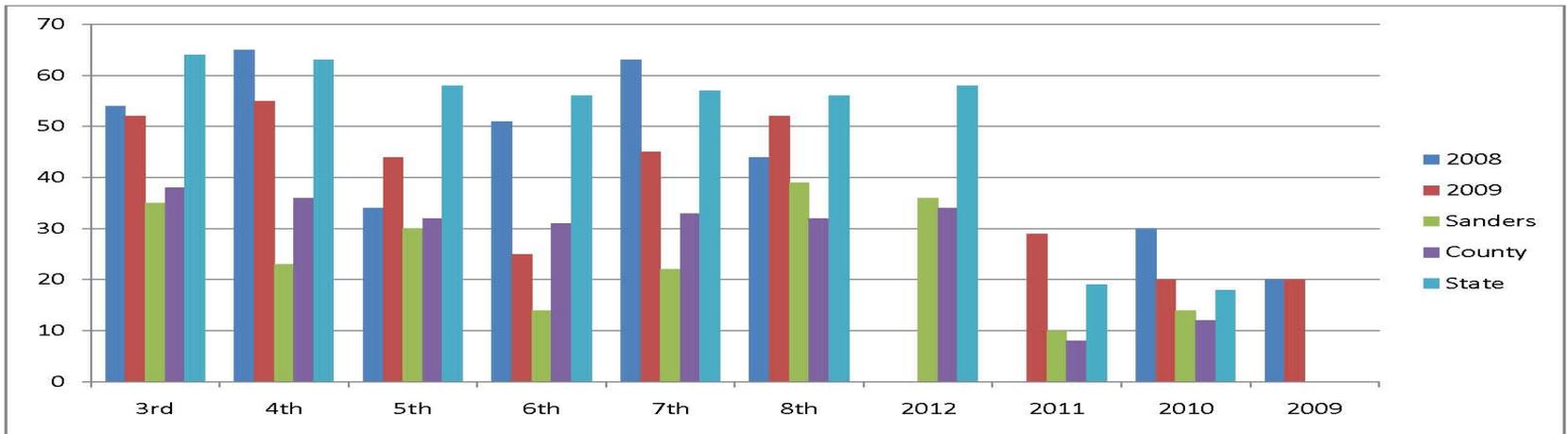
Overall, the benchmark results show inconsistencies in scoring predictions for A.I.M.S. Second grade and eighth grade are performing at or above the required goals in both reading and math. One of the challenges is to bring consistencies in teaching methodologies. One way we will accomplish this is to provide consistency in coaching teachers on both data analysis and best practices.

A3 - Narrative for A.I.M.S. Scoring

The A.I.M.S. chart below shows the comparison of grade level achievements in reading and math for school years ending in 2008, 2009, and 2010. We have reached the level of the county scores a few times, but for the most part, SUSD meets and exceeds scores have fallen well below the county and state averages. Reviewing scores show inconsistencies and drastic changes in grade level scores from year to year. Teacher changes in employment have been attributed to some of these scores. 6th grade and 8th grade reading scores have risen from the 2009 year. All math scores fell from the 2009-year (based on the new math test). Writing scores are inconsistent due to changes in the testing grades. Science scores are from the 2010 testing year. Sanders performed as well or better than the county in 8th and 2012 cohort, while 4th grade is well below both county and state.

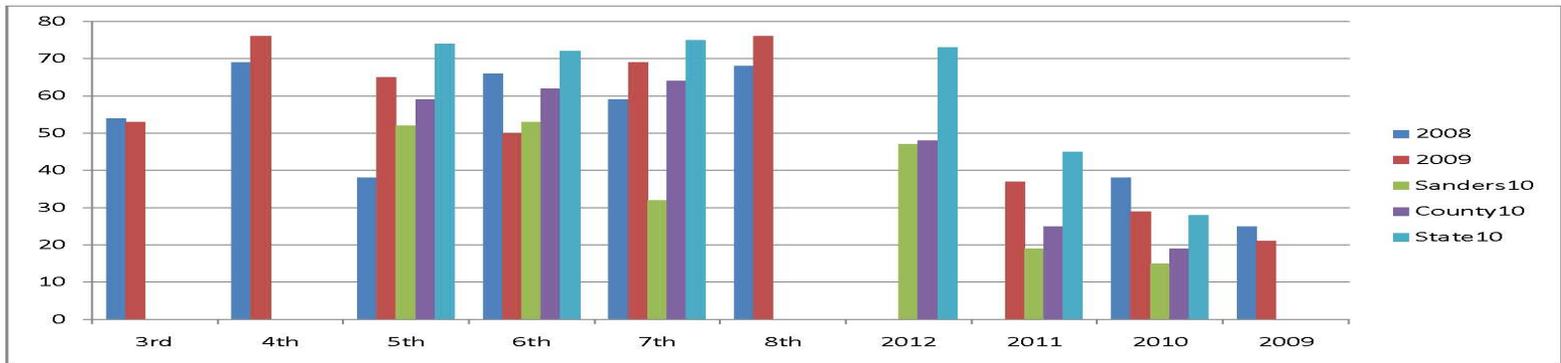


Reading



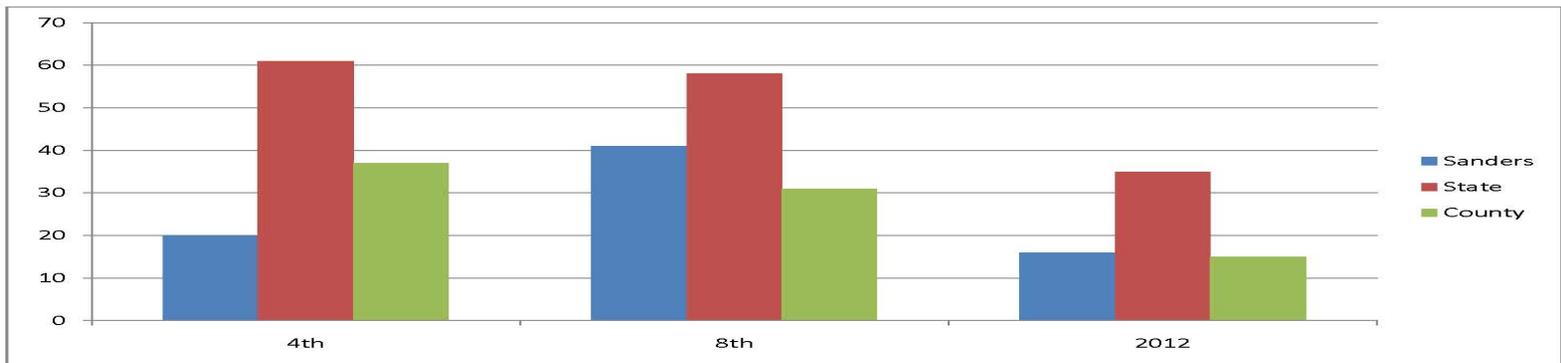
Math

REMEMBER THAT WE CANNOT COMPARE THIS YEARS MATH SCORES TO PRIOR YEARS. THEY ARE NOT THE SAME TEST. WE CAN HOWEVER, COMPARE OUR RESULTS TO THE STATE AND COUNTY.



Writing

WRITING WAS DROPPED IN 2010 IN GRADES 4, 8 AND 10



Science

LAST YEAR ONLY

A4 - Trends of the A.I.M.S. Yearly Chart with State/County comparisons

Summarizing the results of the A.I.M.S. yearly chart scoring shows an inconsistency in instruction and scope and sequence of main ideas in both reading and math. In reading, we have never approached the state average. We have matched the county scores many times. There seems to be a consistency in dropping scores in the fourth and fifth grade levels. Math scores have fluctuated and at times exceeded the state average. Fourth and fifth grade math scores seem to show a consistent drop. Sixth grade also shows a major decline in scoring in math. Writing scores are hard to decipher due to the changing of the testing groups from year to year. There is a measurable decline in writing scores in the seventh grade. While overall we are matching or exceeding the county scores in science, we are still a long way off from the state average.

A3 - Narrative of Longitudinal Tracking of Students A.I.M.S. Scores Across a Three-Year Period

We consider the tracking of students as they move across the grades a true reflection of student/teacher performance. The charts are color coded. The students are tracked diagonally in the same color. Scores are broken down in percentages by FFB, Approaches, Meets, and Exceeds. This provides SUSD with grade level knowledge that is affecting student changes by either decreasing or increasing student scores.

Third Grade Reading

Year	2008	2009	2010	State 2010
Exceeds	3	5	0	13
Meets	49	44	43	60
Approaches	34	41	41	21
Falls Far Below	14	10	16	6

Fourth Grade Reading

Year	2008	2009	2010	State 2010
Exceeds	0	2	1	12
Meets	39	50	33	59
Approaches	53	31	51	23
Falls Far Below	8	17	14	5

Fifth Grade Reading

Year	2008	2009	2010	State 2010
Exceeds	0	0	0	7
Meets	36	48	37	65
Approaches	41	35	34	20
Falls Far Below	23	17	29	8

Sixth Grade Reading

Year	2008	2009	2010	State 2010
Exceeds	1	0	1	8
Meets	51	38	50	70
Approaches	36	37	38	17
Falls Far Below	12	25	10	6

Seventh Grade Reading

Year	2008	2009	2010	State 2010
Exceeds	1	0	0	10
Meets	55	53	47	67
Approaches	35	41	29	18
Falls Far Below	9	6	24	5

Eighth Grade Reading				
Year	2008	2009	2010	State 2010
Exceeds	2	2	3	6
Meets	49	47	63	67
Approaches	38	39	27	17
Falls Far Below	11	12	8	9

Third Grade Math				
Year	2008	2009	2010	State 2010
Exceeds	10	8	7	22
Meets	44	44	28	43
Approaches	31	41	39	25
Falls Far Below	15	7	26	11

Fourth Grade Math				
Year	2008	2009	2010	State 2010
Exceeds	7	12	3	23
Meets	58	43	20	40
Approaches	22	26	42	21
Falls Far Below	14	19	35	16

Fifth Grade Math				
Year	2008	2009	2010	State 2010
Exceeds	3	3	1	20
Meets	31	41	29	38
Approaches	41	33	25	22
Falls Far Below	26	23	44	20

Sixth Grade Math				
Year	2008	2009	2010	State 2010
Exceeds	1	0	0	24
Meets	50	25	14	33
Approaches	27	24	35	23
Falls Far Below	22	51	51	21

Seventh Grade Math				
Year	2008	2009	2010	State 2010
Exceeds	2	0	0	24
Meets	61	45	22	33
Approaches	19	36	20	20
Falls Far Below	17	19	58	22

Eighth Grade Math				
Year	2008	2009	2010	State 2010
Exceeds	1	0	9	20
Meets	43	42	30	37
Approaches	23	24	10	14
Falls Far Below	33	34	51	29

Fourth Grade Science				
Year	2008	2009	2010	State 2010
Exceeds	Na	0	3	28
Meets	Na	31	17	33
Approaches	Na	28	31	22
Falls Far Below	Na	41	49	17

Eighth Grade Science				
Year	2008	2009	2010	State 2010
Exceeds	Na	7	8	33
Meets	Na	16	33	25
Approaches	Na	37	25	19
Falls Far Below	Na	40	34	24

Third Grade Writing				
Year	2008	2009	2010	State 2010
Exceeds	0	0	Na	Na
Meets	54	53	Na	Na
Approaches	19	42	Na	Na
Falls Far Below	26	5	Na	Na

Fourth Grade Writing				
Year	2008	2009	2010	State 2010
Exceeds	0	0	Na	Na
Meets	69	76	Na	Na
Approaches	27	21	Na	Na
Falls Far Below	3	3	Na	Na

Fifth Grade Writing				
Year	2008	2009	2010	State 2010
Exceeds	0	0	0	9
Meets	38	65	52	65
Approaches	51	27	43	23
Falls Far Below	10	8	5	3

Sixth Grade Writing				
Year	2008	2009	2010	State 2010
Exceeds	1	0	0	13
Meets	65	50	53	60
Approaches	18	34	41	26
Falls Far Below	15	16	6	2

Seventh Grade Writing				
Year	2008	2009	2010	State 2010
Exceeds	1	1	0	6
Meets	59	68	32	69
Approaches	34	23	23	23
Falls Far Below	6	8	16	2

Eighth Grade Writing				
Year	2008	2009	2010	State 2010
Exceeds	0	0	Na	Na
Meets	68	76	Na	Na
Approaches	27	19	Na	Na
Falls Far Below	5	5	Na	Na

High School Math 2010 cohort				
Year	2008	2009	2010	State 2010
Exceeds	1	0	0	1
Meets	29	20	14	17
Approaches	25	25	33	23
Falls Far Below	44	55	52	59

High School Math 2011 cohort				
Year	2008	2009	2010	State 2010
Exceeds	Na	1	0	5
Meets	Na	28	10	14
Approaches	Na	21	34	15
Falls Far Below	Na	51	56	66

High School Math 2012 cohort				
Year	2008	2009	2010	State 2010
Exceeds	Na	Na	3	23
Meets	Na	Na	33	36
Approaches	Na	Na	9	12
Falls Far Below	Na	Na	55	30

High School Reading 2010 cohort				
Year	2008	2009	2010	State 2010
Exceeds	0	0	0	1
Meets	43	31	24	29
Approaches	47	43	65	51
Falls Far Below	10	26	12	19

High School Reading 2011 cohort				
Year	2008	2009	2010	State 2010
Exceeds	Na	0	0	7
Meets	Na	38	22	40
Approaches	Na	52	68	40
Falls Far Below	Na	11	11	19

High School Reading 2012 cohort				
Year	2008	2009	2010	State 2010
Exceeds	Na	Na	0	11
Meets	Na	Na	53	66
Approaches	Na	Na	34	18
Falls Far Below	Na	Na	13	5

High School Writing 2010 cohort				
Year	2008	2009	2010	State 2010
Exceeds	1	0	0	1
Meets	38	29	15	26
Approaches	51	64	77	59
Falls Far Below	10	7	8	13

High School Writing 2011 cohort				
Year	2008	2009	2010	State 2010
Exceeds	Na	1	1	8
Meets	Na	36	46	37
Approaches	Na	50	41	46
Falls Far Below	Na	13	12	9

High School Writing 2012 cohort				
Year	2008	2009	2010	State 2010
Exceeds	Na	Na	1	14
Meets	Na	Na	46	58
Approaches	Na	Na	41	24
Falls Far Below	Na	Na	12	3

A4 - A.I.M.S. Longitudinal Trends

Consistent drops in grade level groups in the fourth and fifth grade provide information of weakness for SES. We need to review the teaching methods that are taking place in the fourth a fifth grade level and evaluate their teaching methodologies. Student preparation appears to start dropping in the fourth grade and hits their lowest points in the fifth grade in both reading and math. Again, a focus on teaching methods needs to take place in the later years of the elementary grades.

A3 - Narrative for AMO/AYP Results for Sanders Unified School District

While we realize that the A.Y.P. Chart is just providing information the state already knows, the idea behind it is to provide us with information related to sub areas and service areas that may have made AYP and those that did not. Focused concentration on the areas shown in red will assist in developing a plan to serve these areas of need.

The chart has been color coded to reflect areas of need based on ethnicity and services. (This is best viewed in color)

2010 AYP Determination for **Sanders Unified District** (4156) : 01-02-18-000

Data Key

Y or  = Yes

N or  = No

— = No Data

NE = Not evaluated

YELLOW REPRESENTS OUR SCORES IN PERCENT

GREEN REPRESENTS DESIRED SCORES

RED REPRESENTS AREAS AND SCORES WE DID NOT ACHIEVE IN

TURQUOISE REPRESENTS AREAS WE MADE AMO

3rd Grade Math		All Students	By Ethnicity					By Service			
			A	B	H	I	W	ELL	SPED	Low SES	
<i>Percent Tested</i>											
	Current Year Percent Tested	100	—	100	—	100	100	100	100	100	
	Three Year Avg Percent Tested	98	—	100	—	98	100	98	100	100	
	Met Percent Tested (95%)	✓	—	✓	—	✓	✓	✓	✓	✓	
<i>AMO</i>											
Confidence Interval	AIMS	Percent Proficient	35	—	100	—	34	0	30	0	35
		Three Year Avg Percent Proficient	—	—	—	—	—	—	—	—	—
		Upper Bound of Interval	51	—	100	—	51	0	64	0	52
Result		Met Percent Proficient (53%)	N	—	Y	—	N	N	Y	N	N
Safe Harbor	AIMS	Prior Year Proficiency	54	—	—	—	52	100	48	30	53
		Current Year Proficiency	35	—	100	—	34	0	30	0	35
		Percent Improvement	31	—	0	—	37	10000000	35	34	38
	Met Percent Improvement	N	—	N	—	N	N	N	N	N	
	Additional Indicators		Additional Indicator Rate	93	—	100	—	92	100	89	78
Met Additional Indicator Rate			Y	—	Y	—	Y	Y	Y	Y	Y
Growth Model		Percent Meeting Growth Target	—	—	—	—	—	—	—	—	—
		Met Growth Target	—	—	—	—	—	—	—	—	—
Overall AMO Determination	Met AMO Determination	✘	—	NE	—	✘	NE	NE	NE	✘	

3rd Grade Reading		All Students	By Ethnicity					By Service			
			A	B	H	I	W	ELL	SPED	Low SES	
<i>Percent Tested</i>											
	Current Year Percent Tested	100	—	100	—	100	100	100	100	100	
	Three Year Avg Percent Tested	98	—	100	—	98	100	98	100	100	
	Met Percent Tested (95%)	✓	—	✓	—	✓	✓	✓	✓	✓	
<i>AMO</i>											
Confidence Interval	AIMS	Percent Proficient	43	—	100	—	41	100	20	0	42
		Three Year Avg Percent Proficient	—	—	—	—	—	—	—	—	—
		Upper Bound of Interval	60	—	100	—	58	100	49	0	60
Result		Met Percent Proficient (62.6%)	N	—	Y	—	N	Y	N	N	N
Safe Harbor	AIMS	Prior Year Proficiency	50	—	—	—	48	100	38	10	47
		Current Year Proficiency	33	—	100	—	31	100	30	0	32
		Percent Improvement	34	—	0	—	33	0	29	31	39
	Met Percent Improvement	N	—	N	—	N	N	N	N	N	
	Additional Indicators		Additional Indicator Rate	93	—	100	—	92	100	89	78
Met Additional Indicator Rate			Y	—	Y	—	Y	Y	Y	Y	Y
Growth Model		Percent Meeting Growth Target	—	—	—	—	—	—	—	—	—
		Met Growth Target	—	—	—	—	—	—	—	—	—
Overall AMO Determination	Met AMO Determination	✘	—	NE	—	✘	NE	NE	NE	✘	

4th Grade Math		All Students	By Ethnicity					By Service			
			A	B	H	I	W	ELL	SPED	Low SES	
<i>Percent Tested</i>											
	Current Year Percent Tested	100	—	100	—	100	100	100	100	100	
	Three Year Avg Percent Tested	99	—	100	—	99	100	98	100	100	
	Met Percent Tested (95%)	✓	—	✓	—	✓	✓	✓	✓	✓	
<i>AMO</i>											
Confidence Interval	AIMS	Percent Proficient	24	—	—	—	23	100	13	17	25
		Three Year Avg Percent Proficient	—	—	—	—	—	—	—	—	—
		Upper Bound of Interval	37	—	—	—	36	100	33	42	39
Result	Met Percent Proficient (50%)		N	—	—	—	N	Y	N	N	N
Safe Harbor	AIMS	Prior Year Proficiency	57	—	—	—	56	100	44	25	59
		Current Year Proficiency	24	—	—	—	23	100	13	17	25
		Percent Improvement	27	—	—	—	23	0	55	11	34
		Met Percent Improvement	N	—	—	—	N	N	N	N	N
	Additional Indicators	Additional Indicator Rate	94	—	—	—	94	100	100	91	93
Met Additional Indicator Rate		Y	—	—	—	Y	Y	Y	Y	Y	
Growth Model	Percent Meeting Growth Target	—	—	—	—	—	—	—	—	—	
	Met Growth Target	—	—	—	—	—	—	—	—	—	
Overall AMO Determination	Met AMO Determination	✘	—	—	—	✘	NE	NE	NE	✘	

4th Grade Reading		All Students	By Ethnicity					By Service			
			A	B	H	I	W	ELL	SPED	Low SES	
<i>Percent Tested</i>											
	Current Year Percent Tested	100	—	100	—	100	100	100	100	100	
	Three Year Avg Percent Tested	99	—	100	—	99	100	98	100	100	
	Met Percent Tested (95%)	✓	—	✓	—	✓	✓	✓	✓	✓	
<i>AMO</i>											
Confidence Interval	AIMS	Percent Proficient	31	—	—	—	30	100	27	25	31
		Three Year Avg Percent Proficient	—	—	—	—	—	—	—	—	—
		Upper Bound of Interval	45	—	—	—	44	100	54	54	46
Result	Met Percent Proficient (56%)		N	—	—	—	N	Y	N	N	N
Safe Harbor	AIMS	Prior Year Proficiency	57	—	—	—	56	100	50	13	54
		Current Year Proficiency	31	—	—	—	30	100	27	25	31
		Percent Improvement	30	—	—	—	29	0	44	14	30
		Met Percent Improvement	N	—	—	—	N	N	N	Y	N
	Additional Indicators	Additional Indicator Rate	94	—	—	—	94	100	100	91	93
Met Additional Indicator Rate		Y	—	—	—	Y	Y	Y	Y	Y	
Growth Model	Percent Meeting Growth Target	9	—	—	—	9	0	0	17	10	
	Met Growth Target	N	—	—	—	N	—	—	—	N	
Overall AMO Determination	Met AMO Determination	✘	—	—	—	✘	NE	NE	NE	✘	

5th Grade Math		All Students	By Ethnicity					By Service			
			A	B	H	I	W	ELL	SPED	Low SES	
<i>Percent Tested</i>											
	Current Year Percent Tested	100	—	100	—	100	100	100	100	100	
	Three Year Avg Percent Tested	98	—	100	—	98	100	98	95	99	
	Met Percent Tested (95%)	✓	—	✓	—	✓	✓	✓	✓	✓	
<i>AMO</i>											
Confidence Interval	AIMS	Percent Proficient	31	—	0	—	32	0	19	0	29
		Three Year Avg Percent Proficient	—	—	—	—	—	—	—	—	—
		Upper Bound of Interval	45	—	0	—	46	0	42	0	44
Result	Met Percent Proficient (44%)	Y	—	N	—	Y	N	N	N	Y	
Safe Harbor	AIMS	Prior Year Proficiency	47	—	—	—	45	100	30	0	45
		Current Year Proficiency	31	—	0	—	32	0	19	0	29
		Percent Improvement	30	—	0	—	24	10000000	16	0	28
		Met Percent Improvement	N	—	N	—	N	N	N	N	N
	Additional Indicators	Additional Indicator Rate	93	—	100	—	93	100	67	91	92
		Met Additional Indicator Rate	Y	—	Y	—	Y	Y	Y	Y	Y
Growth Model	Percent Meeting Growth Target	—	—	—	—	—	—	—	—	—	
	Met Growth Target	—	—	—	—	—	—	—	—	—	
Overall AMO Determination	Met AMO Determination	✓	—	NE	—	✓	NE	NE	NE	✓	

5th Grade Reading		All Students	By Ethnicity					By Service			
			A	B	H	I	W	ELL	SPED	Low SES	
<i>Percent Tested</i>											
	Current Year Percent Tested	100	—	100	—	100	100	100	100	100	
	Three Year Avg Percent Tested	98	—	100	—	98	100	98	95	99	
	Met Percent Tested (95%)	✓	—	✓	—	✓	✓	✓	✓	✓	
<i>AMO</i>											
Confidence Interval	AIMS	Percent Proficient	41	—	0	—	42	0	25	0	42
		Three Year Avg Percent Proficient	—	—	—	—	—	—	—	—	—
		Upper Bound of Interval	56	—	0	—	57	0	50	0	58
Result	Met Percent Proficient (54.6%)	Y	—	N	—	Y	N	N	N	Y	
Safe Harbor	AIMS	Prior Year Proficiency	51	—	—	—	49	100	37	0	50
		Current Year Proficiency	41	—	0	—	42	0	25	0	42
		Percent Improvement	20	—	0	—	14	10000000	16	0	16
		Met Percent Improvement	N	—	N	—	N	N	N	N	N
	Additional Indicators	Additional Indicator Rate	93	—	100	—	93	100	67	91	92
		Met Additional Indicator Rate	Y	—	Y	—	Y	Y	Y	Y	Y
Growth Model	Percent Meeting Growth Target	22	—	0	—	22	—	0	0	21	
	Met Growth Target	N	—	—	—	N	—	—	—	N	
Overall AMO Determination	Met AMO Determination	✓	—	NE	—	✓	NE	NE	NE	✓	

6th Grade Math		All Students	By Ethnicity					By Service			
			A	B	H	I	W	ELL	SPED	Low SES	
<i>Percent Tested</i>											
	Current Year Percent Tested	100	—	—	100	100	100	100	100	100	
	Three Year Avg Percent Tested	100	—	—	100	100	100	100	100	100	
	Met Percent Tested (95%)	✓	—	—	✓	✓	✓	✓	✓	✓	
<i>AMO</i>											
Confidence Interval	AIMS	Percent Proficient	15	—	—	0	16	0	9	7	14
		Three Year Avg Percent Proficient	—	—	—	—	—	—	—	—	—
		Upper Bound of Interval	25	—	—	0	27	0	23	23	25
	Result	Met Percent Proficient (43%)	N	—	—	N	N	N	N	N	
Safe Harbor	AIMS	Prior Year Proficiency	25	—	—	—	26	0	6	15	25
		Current Year Proficiency	15	—	—	0	16	0	1	1	11
		Percent Improvement	13	—	—	0	14	0	1	2	15
		Met Percent Improvement	N	—	—	N	N	N	N	N	N
	Additional Indicators	Additional Indicator Rate	91	—	—	100	92	100	100	94	91
		Met Additional Indicator Rate	Y	—	—	Y	Y	Y	Y	Y	Y
Growth Model		Percent Meeting Growth Target	—	—	—	—	—	—	—	—	
		Met Growth Target	—	—	—	—	—	—	—	—	
Overall AMO Determination		Met AMO Determination	✘	—	—	NE	✘	NE	NE	NE	✘

6th Grade Reading		All Students	By Ethnicity					By Service			
			A	B	H	I	W	ELL	SPED	Low SES	
<i>Percent Tested</i>											
	Current Year Percent Tested	100	—	—	100	100	100	100	100	100	
	Three Year Avg Percent Tested	100	—	—	100	100	100	100	100	100	
	Met Percent Tested (95%)	✓	—	—	✓	✓	✓	✓	✓	✓	
<i>AMO</i>											
Confidence Interval	AIMS	Percent Proficient	52	—	—	100	50	100	36	7	48
		Three Year Avg Percent Proficient	—	—	—	—	—	—	—	—	—
		Upper Bound of Interval	66	—	—	100	65	100	60	23	63
	Result	Met Percent Proficient (56%)	Y	—	—	Y	Y	Y	Y	N	Y
Safe Harbor	AIMS	Prior Year Proficiency	37	—	—	—	37	0	22	8	35
		Current Year Proficiency	52	—	—	100	50	100	36	1	48
		Percent Improvement	24	—	—	0	21	100	18	1	20
		Met Percent Improvement	Y	—	—	N	Y	Y	Y	N	Y
	Additional Indicators	Additional Indicator Rate	91	—	—	100	92	100	100	94	91
	Met Additional Indicator Rate	Y	—	—	Y	Y	Y	Y	Y	Y	
Growth Model		Percent Meeting Growth Target	44	—	—	100	42	100	36	0	45
		Met Growth Target	N	—	—	—	N	—	—	—	N
Overall AMO Determination		Met AMO Determination	✓	—	—	NE	✓	NE	NE	NE	✓

7th Grade Math		All Students	By Ethnicity					By Service			
			A	B	H	I	W	ELL	SPED	Low SES	
<i>Percent Tested</i>											
	Current Year Percent Tested	100	—	—	—	100	—	100	100	100	
	Three Year Avg Percent Tested	99	—	—	—	99	—	97	100	100	
	Met Percent Tested (95%)	✓	—	—	—	✓	—	✓	✓	✓	
<i>AMO</i>											
Confidence Interval	AIMS	Percent Proficient	22	—	—	—	22	—	7	0	21
		Three Year Avg Percent Proficient	—	—	—	—	—	—	—	—	—
		Upper Bound of Interval	33	—	—	—	33	—	22	0	32
Result	Met Percent Proficient (44%)		N	—	—	—	N	—	N	N	N
Safe Harbor	AIMS	Prior Year Proficiency	44	—	—	—	44	—	8	15	37
		Current Year Proficiency	22	—	—	—	22	—	1	1	21
		Percent Improvement	30	—	—	—	30	—	1	13	23
		Met Percent Improvement	N	—	—	—	N	—	N	N	N
	Additional Indicators	Additional Indicator Rate	90	—	—	—	90	—	100	89	91
Met Additional Indicator Rate		Y	—	—	—	Y	—	Y	Y	Y	
Growth Model	Percent Meeting Growth Target	—	—	—	—	—	—	—	—	—	
	Met Growth Target	—	—	—	—	—	—	—	—	—	
Overall AMO Determination	Met AMO Determination	✘	—	—	—	✘	—	NE	NE	✘	

7th Grade Reading		All Students	By Ethnicity					By Service			
			A	B	H	I	W	ELL	SPED	Low SES	
<i>Percent Tested</i>											
	Current Year Percent Tested	100	—	—	—	100	—	100	100	100	
	Three Year Avg Percent Tested	99	—	—	—	99	—	97	100	100	
	Met Percent Tested (95%)	✓	—	—	—	✓	—	✓	✓	✓	
<i>AMO</i>											
Confidence Interval	AIMS	Percent Proficient	46	—	—	—	46	—	40	6	43
		Three Year Avg Percent Proficient	—	—	—	—	—	—	—	—	—
		Upper Bound of Interval	59	—	—	—	59	—	69	20	57
Result	Met Percent Proficient (59.2%)		Y	—	—	—	Y	—	Y	N	N
Safe Harbor	AIMS	Prior Year Proficiency	51	—	—	—	51	—	8	8	43
		Current Year Proficiency	26	—	—	—	26	—	40	1	23
		Percent Improvement	10	—	—	—	10	—	35	2	1
		Met Percent Improvement	N	—	—	—	N	—	Y	N	N
	Additional Indicators	Additional Indicator Rate	90	—	—	—	90	—	100	89	91
Met Additional Indicator Rate		Y	—	—	—	Y	—	Y	Y	Y	
Growth Model	Percent Meeting Growth Target	37	—	—	—	37	—	27	6	35	
	Met Growth Target	N	—	—	—	N	—	—	—	N	
Overall AMO Determination	Met AMO Determination	✓	—	—	—	✓	—	NE	NE	✘	

8th Grade Math		All Students	By Ethnicity					By Service			
			A	B	H	I	W	ELL	SPED	Low SES	
<i>Percent Tested</i>											
	Current Year Percent Tested	99	—	—	—	99	—	100	100	98	
	Three Year Avg Percent Tested	99	—	—	—	99	—	100	100	100	
	Met Percent Tested (95%)	✓	—	—	—	✓	—	✓	✓	✓	
<i>AMO</i>											
Confidence Interval	AIMS	Percent Proficient	39	—	—	—	39	—	22	7	40
		Three Year Avg Percent Proficient	—	—	—	—	—	—	—	—	—
		Upper Bound of Interval	53	—	—	—	53	—	54	23	56
	Result	Y	—	—	—	Y	—	Y	N	Y	
Safe Harbor	AIMS	Prior Year Proficiency	41	—	—	—	42	—	0	5	40
		Current Year Proficiency	50	—	—	—	49	—	22	1	48
		Percent Improvement	21	—	—	—	21	—	22	1	1
		Met Percent Improvement	N	—	—	—	N	—	Y	N	N
	Additional Indicators	Additional Indicator Rate	90	—	—	—	91	—	83	93	91
	Met Additional Indicator Rate	Y	—	—	—	Y	—	Y	Y	Y	
Growth Model		Percent Meeting Growth Target	—	—	—	—	—	—	—	—	
	Met Growth Target	—	—	—	—	—	—	—	—	—	
Overall AMO Determination	Met AMO Determination	✓	—	—	—	✓	—	NE	NE	✓	

8th Grade Reading		All Students	By Ethnicity					By Service			
			A	B	H	I	W	ELL	SPED	Low SES	
<i>Percent Tested</i>											
	Current Year Percent Tested	99	—	—	—	99	—	100	100	98	
	Three Year Avg Percent Tested	99	—	—	—	99	—	100	100	100	
	Met Percent Tested (95%)	✓	—	—	—	✓	—	✓	✓	✓	
<i>AMO</i>											
Confidence Interval	AIMS	Percent Proficient	65	—	—	—	65	—	33	7	65
		Three Year Avg Percent Proficient	—	—	—	—	—	—	—	—	—
		Upper Bound of Interval	78	—	—	—	78	—	70	23	80
	Result	Y	—	—	—	Y	—	Y	N	Y	
Safe Harbor	AIMS	Prior Year Proficiency	50	—	—	—	49	—	25	11	48
		Current Year Proficiency	65	—	—	—	65	—	33	1	65
		Percent Improvement	30	—	—	—	31	—	11	1	33
		Met Percent Improvement	Y	—	—	—	Y	—	Y	N	Y
	Additional Indicators	Additional Indicator Rate	90	—	—	—	91	—	83	93	91
	Met Additional Indicator Rate	Y	—	—	—	Y	—	Y	Y	Y	
Growth Model		Percent Meeting Growth Target	—	—	—	—	—	—	—	—	
	Met Growth Target	—	—	—	—	—	—	—	—	—	
Overall AMO Determination	Met AMO Determination	✓	—	—	—	✓	—	NE	NE	✓	

10th Grade Math		All Students	By Ethnicity					By Service			
			A	B	H	I	W	ELL	SPED	Low SES	
<i>Percent Tested</i>											
	Current Year Percent Tested	99	—	—	100	99	100	100	95	100	
	Three Year Avg Percent Tested	96	—	—	100	95	100	97	94	98	
	Met Percent Tested (95%)	✓	—	—	✓	✓	✓	✓	✓	✓	
<i>AMO</i>											
Confidence Interval	AIMS	Percent Proficient	36	—	—	0	36	—	9	6	32
		Three Year Avg Percent Proficient	—	—	—	—	—	—	—	—	—
		Upper Bound of Interval	48	—	—	0	48	—	29	19	44
	Result	Y	—	—	N	Y	—	N	N	N	
Safe Harbor	AIMS	Prior Year Proficiency	31	—	—	—	31	—	0	8	30
		Current Year Proficiency	36	—	—	0	36	—	1	1	34
		Percent Improvement	1	—	—	0	1	—	1	3	1
		Met Percent Improvement	N	—	—	N	N	—	N	N	N
	Additional Indicators	Additional Indicator Rate	64	—	—	—	64	—	0	69	72
Met Additional Indicator Rate		N	—	—	—	N	—	N	N	Y	
Growth Model		Percent Meeting Growth Target	—	—	—	—	—	—	—	—	
		Met Growth Target	—	—	—	—	—	—	—	—	
Overall AMO Determination		Met AMO Determination	✓	—	—	NE	✓	—	NE	NE	✗

10th Grade Reading		All Students	By Ethnicity					By Service			
			A	B	H	I	W	ELL	SPED	Low SES	
<i>Percent Tested</i>											
	Current Year Percent Tested	99	—	—	100	99	100	100	95	100	
	Three Year Avg Percent Tested	96	—	—	100	96	100	94	88	95	
	Met Percent Tested (95%)	✓	—	—	✓	✓	✓	✓	✓	✓	
<i>AMO</i>											
Confidence Interval	AIMS	Percent Proficient	52	—	—	0	53	—	36	11	48
		Three Year Avg Percent Proficient	—	—	—	—	—	—	—	—	—
		Upper Bound of Interval	65	—	—	0	66	—	70	28	61
	Result	Y	—	—	N	Y	—	Y	N	Y	
Safe Harbor	AIMS	Prior Year Proficiency	37	—	—	—	37	—	0	0	35
		Current Year Proficiency	52	—	—	0	53	—	36	11	48
		Percent Improvement	24	—	—	0	25	—	36	11	20
		Met Percent Improvement	Y	—	—	N	Y	—	Y	Y	Y
	Additional Indicators	Additional Indicator Rate	64	—	—	—	64	—	0	69	72
Met Additional Indicator Rate		N	—	—	—	N	—	N	N	Y	
Growth Model		Percent Meeting Growth Target	—	—	—	—	—	—	—	—	
		Met Growth Target	—	—	—	—	—	—	—	—	
Overall AMO Determination		Met AMO Determination	✓	—	—	NE	✓	—	NE	NE	✓

A4 - Trends for AMO/AYP Results for Sanders Unified School District

One of the trends observed was that every school met percent tested. In third grade no sub group made AMO. Fourth grade one sub group (SPED) made reading and all others showed major decline. Fifth grade made AMO in the confidence interval and yet all sub groups decreased. Sixth grade made AMO in reading and did not make AMO in Math. Seventh grade one sub group made reading AMO (ELL) safe harbor. Seventh grade math did not make AMO. Eighth grade achieved AMO in both areas. At Sanders Elementary School having just one grade level making AMO does not meet the goals of Sanders Unified School District. Focus must be placed on early preparation for our students and continued reinforcements in the intermediate level.

Arizona Department of Education

Solutions Team Site Visit Findings

School Name: Sanders Elementary School

Date of Visit: 2/1-2/2011

Summary of Findings

Using the evidence gathered for each Standard, summarize your findings below

<p>Standard 1 School and District Leadership</p>	<p>District and school leadership do not share a cohesive system of school-wide improvement. They seem to be disconnected in their approaches for raising student achievement. There is no sense of urgency with the school leadership on raising academic performance. District officials are working towards this cohesiveness by beginning to implement strategies for raising student success.</p>
<p>Standard 2 Curriculum, Instruction and Professional Development</p>	<p>The district and school leadership are providing professional development opportunities for faculty and staff, but it is not on-going and there is a lack of follow up trainings. Although there is no evidence of a written curriculum, district leadership is requiring faculty and staff to have curriculum maps completed by the end of the academic school year. Resources are allocated for curricular material, but faculty and staff needs more follow-up training on the implementation of these materials. There is very little evidence that strong instructional strategies are evident and teachers need more training in best practices. For example, the principal indicated that student engagement was a focus for the year, but very little student engagement techniques were utilized. The Literacy Coach is also not focusing on observing and providing feedback with best practices on reading instruction. School leadership should be encouraging and supporting the coach and making these observations mandatory throughout the school. We have also found that the Literacy Block is not being protected. For example, instead of providing reading interventions for students outside the Block, those Title I and special education students are being pulled from the Literacy Block. Also, library time is scheduled during the Literacy Block, which shouldn't be happening.</p>
<p>Standard 3 Classroom and School Assessments</p>	<p>District and school leadership have developed multiple assessments throughout the school (DIBELS, benchmark and quarterly assessments). However, there is no real collaboration and follow-through on instructional decision-making based on data analysis. DIBELS progress monitoring is not taking place throughout the school and should be mandatory. There is a lack of follow-through with school leadership in this area. Administration, both at the district and school level, has not taken the lead in this area.</p>
<p>Standard 4 School Culture, Climate, and Communication</p>	<p>The school has a very friendly and warm atmosphere conducive to learning. The principal is visible and has good relationships with faculty and students. There is an anti-bullying program and the counselor is very involved with her students by providing mediation and group sessions with children in need. Student conduct rules and procedures are in place and very little major discipline issues.</p>

Recommendations

Using the Summary of Findings, make 2 to 3 recommendations that you believe will help the school close the achievement gap

1. Professional development needs to be on-going and follow-through is essential. Teachers need to feel confident in implementing the professional development that they are receiving. School and district administration need to take the lead in making sure that teachers and school personnel (Literacy Coach, etc.) are supported and are implementing what they have learned.
2. School and district administration need to develop on-going strategies for regularly analyzing data to make informed decisions about instruction. Current assessments that are in place need to be consistently implemented (for example DIBELS progress monitoring) throughout the school.
3. The Continuous Improvement Plan needs to be prioritized where student achievement is the number one goal. Goals need to be measurable, attainable and more specific to include a more collaborative approach between the district and school stakeholders.

A5 –

LEA surveyed all stakeholders using *Advanced Ed* educational surveys and findings are attached. Copy of classroom observation protocols (walk-throughs and evaluation instrument) are attached (#'s 5 and 6).

A6-

Principals are required by SUSD policy to perform annual and bi-annual formal observations. Principals are also required to consistently perform measureable walk-throughs in all classrooms. Feedback is expected to be provided to all teachers. The only classroom observations that have been performed are the formal observations. There is no documented evidence of walk-throughs being completed.

District level administration walk-throughs have taken place with feedback given to the Principal. Observations that have been made are inaccuracies in math teaching, lack of “Best Practices” in all classrooms, lack of student engagement, objectives are not posted in most classrooms, little to no evidence of formal writing in the classrooms, lack of data driven instruction, and lack of classroom management in some classrooms.

Some teachers are implementing Tier II intervention. Technology is used daily in all classrooms. Positive verbal reinforcements are given to students. Teachers attend most Professional Development.

Trends that have been observed during district level observations are: lack of student engagement, inaccuracies in teaching content, use of technology in most classrooms, and positive reinforcement practices.

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/actions taken? What is in place?	What are the weaknesses/challenges?	What changes will be made/and/or actions taken to address the weaknesses/challenges and improve on the strengths?
<p>Leadership Focused on Results</p>			
<p>B1a Policies and practices have been identified that will enable schools to implement the selected intervention(s) fully and effectively with operational flexibility granted to the principal.</p>	<ul style="list-style-type: none"> Decision making policies at each site level are in place that enable the current and incoming principal to govern all operations of the school including: hiring and removal of staff, school curriculum, instructional implementation, school scheduling and the use of data and assessments 	<ul style="list-style-type: none"> Policies in place are not being implemented appropriately by existing administration. Core curriculum adoption has not taken place in alignment with adoption of state standards. Best practices were not observed by School Solution Team and the LEA visits. Students spend excessive amount of time on the bus parked at the school in the morning. Throughout the school year data is not being analyzed and used to drive instruction 	<ul style="list-style-type: none"> The current principal has resigned and a transformational principal will be hired for SES. Training will be provided to the new principal in regards to district policies and procedures. Implementation will be monitored and evaluated by district personnel. West Ed (T4S) program will be provided to assist principal to set goals and objectives for the building. <i>Successful for All</i> will be purchased for alignment with language arts standards. Professional Development will be provided by West Ed and Success for All to assist teachers in implementing best practices in the classroom in both instructional and behavioral student management.

Behavior for successful restructuring of persistently low achieving schools	What are the strengths/actions taken? What is in place?	What are the weaknesses/challenges?	What changes will be made/and/or actions taken to address the weaknesses/challenges and improve on the strengths?
	<ul style="list-style-type: none"> We currently implement an evaluation program that follows the Arizona Teaching Standards. The district has a walk-through form for principals to use for snap shot view of classroom performance. This tool is to help provide monitoring and feedback to teachers on an on-going basis. 	<ul style="list-style-type: none"> The current evaluation instrument is not effective for evaluating teacher performance. The evaluation tool is not designed to inform staff of expectations in order to be effective and successful. It lacks in focusing on specific skills that keep students engaged and teachers focused on best practices in all core areas. The walk –through instrument was not used. Thus, teachers did not receive constructive feedback to improve their professional practices. The current evaluation allows teachers to be ineffective in certain domains and still have a satisfactory evaluation. 	<ul style="list-style-type: none"> Design evaluation tool in rubric format that clearly defines expectations and allows for deficiencies to be addressed. The current evaluation tool will be used for the 2011-2012 school year. A committee will be formed with teachers, administrators, and Site Council to design a new evaluation document based on upcoming state template for teacher evaluation. This will take place during the 2011-2012 school year. Revised district walk-through instruments designed with T4S guidelines will be fully implemented during the 2011-2012 school year. This will be monitored by the principal and district administrative team. Current evaluations are attached (#’s 6, 7, and 8).

Behavior for successful restructuring of persistently low achieving schools	What are the strengths/actions taken? What is in place?	What are the weaknesses/challenges?	What changes will be made/and/or actions taken to address the weaknesses/challenges and improve on the strengths?
	<ul style="list-style-type: none"> • Professional Development was provided ongoing throughout the 2010-2011 school year, calendar (# 9). Galileo and Atlas Rubicon were introduced this year and PD was offered throughout the year. Saturday PD was offered to teachers on differentiated instruction as well as, specialized job-embedded training was provided by staff members. • Parent Involvement for the 2010-2011 school year included: one parent forum, surveys on day light savings time, school uniforms, and needs assessment, Native American Week activities and fall and spring conferences through the JOM program, parent teacher conferences, cultural resource center and Parent Teacher Organization. 	<ul style="list-style-type: none"> • Professional Development was not attended by all staff, nor was it based on teacher’s greatest need. • Site Councils are not in place. Parents are not a part of the decision making process. JOM program is currently struggling to find parents who are willing to be a part of the program. Parents are not encouraged to volunteer or be a part of the daily school environment in all classrooms. 	<ul style="list-style-type: none"> • A 2011-2012 P.D. calendar (#10) has been developed and passed by the governing board. This will allow for job-embedded professional development that will be attended by all teachers, based on greatest need. Planned professional development includes: Success for All, PLC’s, D.I.B.E.L.S. Next, T4S, and data analysis instruction. • LEA will be holding a minimum of four parent forums during the 2011-2012 school year. New administration will be establishing Site Councils on each campus. Establishment of a volunteer program by the Community Coordinator, as well as, training for parents for a better understanding of how they can assist teachers with students.

Behavior for successful restructuring of persistently low achieving schools	What are the strengths/actions taken? What is in place?	What are the weaknesses/challenges?	What changes will be made/and/or actions taken to address the weaknesses/challenges and improve on the strengths?
<p>B1b LEA/Charter Holder has a comprehensive plan for recruiting highly effective administrators, teachers, and support staff.</p>	<ul style="list-style-type: none"> • The LEA has in place a recruiting process which begins when a position needs to be filled. The business office then verifies the capacity to fill the position. Next, the Human Resource Department advertises and recruits. The recruitment search includes: external and internal posting using the SUSD website, all available college placement sites including the three state universities, professional organizations, Arizona Department of Education website, various professional educator hiring websites, and various job fairs both locally and nationally • High demand funds are available for math, science and 	<ul style="list-style-type: none"> • Our remote location creates an environment that discourages recruiting and attracting prospective teachers to our location. The lack of community centers, daycare facilities, entertainment, and general grocery stores limits a sense of community among teachers. Sanders Unified School District currently has the lowest pay scale in the surrounding area. • Low pay, remote location, and 	<ul style="list-style-type: none"> • Location of the LEA provides challenges to developing the concept of staff teams or family activities within the teacher housing area. One idea may be developing plans to bring the teaching community together outside of the normal school buildings. We are investigating the opportunity to create a daycare program through the CTE program at Valley High School. Other options would be to consider contacting local churches or other businesses to provide day care facilities. Another possibility would be to establish our own in-house daycare. This would help to bring and retain teachers and their families. • LEA school board has approved a 9.4 percent increase across all

Behavior for successful restructuring of persistently low achieving schools	What are the strengths/actions taken? What is in place?	What are the weaknesses/challenges?	What changes will be made/and/or actions taken to address the weaknesses/challenges and improve on the strengths?
	<p>special education teachers. 301 money is available for teachers. Paid Professional Development on Saturdays is offered to teachers. Housing provided to certified staff at minimal cost.</p> <ul style="list-style-type: none"> All staff are evaluated twice a year if they have been here less than three years. Teachers with more than three years are evaluated annually. Teacher walk throughs are to be utilized by all building administrators as part of the annual evaluations. 	<p>lack of daycare are the major factors in high turnover rate.</p> <ul style="list-style-type: none"> The current evaluation instrument is not effective for evaluating teacher performance. The evaluation tool is not designed to inform staff of expectations in order to be effective and successful. It lacks in focusing on specific skills that keep students engaged and teachers focused on best practices in all core areas. The walk-through instrument was not used. Thus, teachers did not receive constructive feedback to improve their professional practices. The current evaluation allows teachers to be 	<p>pay scales. This will allow us to be competitive with the surrounding area schools.</p> <ul style="list-style-type: none"> Design evaluation tool in rubric format that clearly defines expectations and allows for deficiencies to be addressed. The current evaluation tool will be used for the 2011-2012 school year. A committee will be formed with teachers, administrators, and Site Council to design a new evaluation document based on upcoming state template for teacher evaluation. This will take place during the 2011-2012 school year. New district walk-through instruments designed with T4S guidelines will be fully implemented during the 2011-2012 school year. This

Behavior for successful restructuring of persistently low achieving schools	What are the strengths/actions taken? What is in place?	What are the weaknesses/challenges?	What changes will be made/and/or actions taken to address the weaknesses/challenges and improve on the strengths?
	<ul style="list-style-type: none"> All staff are evaluated during the year based on current district evaluations (see attachments). 	<p>ineffective in certain domains and still have a satisfactory evaluation.</p> <ul style="list-style-type: none"> Staff has been let go for breaking school policies and laws, but rarely dismissed on ineffective teaching or leadership. Classified staff have a ninety day probation period, and a yearly evaluation. However, they are rarely let go. SUSD has staff that are resistant to change. 	<p>will be monitored by the principal and district administrative team.</p> <ul style="list-style-type: none"> Tighter implementation of administration, teacher, and classified staff evaluation will take place. Policy and procedures will be enforced regarding removal of staff for inadequate performance. We will use evaluation instruments, walk-throughs, and feedback statements for evidence for removal. Process to be followed will be evidence of performance, plan of improvement, documentation of improvement or lack thereof. Through documentation must be in place for staff removal. Staff that are resistant to change will be given warning and instructions to create the

Behavior for successful restructuring of persistently low achieving schools	What are the strengths/actions taken? What is in place?	What are the weaknesses/challenges?	What changes will be made/and/or actions taken to address the weaknesses/challenges and improve on the strengths?
			required change or be removed for insubordination.
<p>B1c The LEA/Charter Holder consists of individuals having knowledge of the district and expertise in school improvement who are willing to make dramatic changes to improve student learning.</p>	<ul style="list-style-type: none"> • The school district has hired a Superintendent who has been in the school district for two prior years as a building Principal and Curriculum Director. She is a visionary in education and is committed to staying the length of time required to implement the needed changes in this district. • The current Curriculum Director has worked with other districts that have a major population of Native Americans. He has prior experience in successfully removing schools out of school improvement. The Curriculum Director has a strong background in the development and implementation of PLC's, which will be a major 	<ul style="list-style-type: none"> • Leadership turnover has been one of the major problems facing SUSD. Leadership changes yearly at the school and district level. This has created an attitude among the teachers that they will outlast any new administration and the changes that they bring. • Test scores continue to be low at SES, despite the attempts of administration to provide programs and materials which will create growth. • Some teachers do not have or demonstrate the knowledge of using best practices in the classroom. • In past years, one third of our teachers were not highly 	<ul style="list-style-type: none"> • Current district administration is making a long term commitment to SUSD, which will help provide stability. • A transformational principal will be hired for the 2011-2012 school year. This position will be monitored and evaluated by the SIG coordinator and the district superintendent. The instrument used will be the administration evaluation. • A SIG coordinator will be hired for the implementation of the school improvement plan. This person will be responsible to oversee all function of the school improvement grant. This person will be monitored and evaluated by the superintendent using the

Behavior for successful restructuring of persistently low achieving schools	What are the strengths/actions taken? What is in place?	What are the weaknesses/challenges?	What changes will be made/and/or actions taken to address the weaknesses/challenges and improve on the strengths?
	<p>component of the SIG.</p> <p>Current K-12 Literacy Director has extensive knowledge in the development and implementation of literacy across all grade levels. She has developed SUSD Literacy Plan for school year 2010-2011. She is overseeing the reading interventionists and provides professional development for teachers and other staff for best writing and reading practices and modeling writing and reading in the classroom. Her focus is to work with coaches providing structured processes for coaches to use with teachers and other staff.</p>	<p>qualified.</p> <ul style="list-style-type: none"> • Long term-substitutes have been in many classrooms due to the lack of teaching candidates. 	<p>administrative evaluation instrument.</p> <ul style="list-style-type: none"> • One district math director will be hired and the current director will be provided a stipend to guide instructional coaches in implementation of best practices with teachers. They will be responsible for creating district plans for all areas of literacy and math pertaining to best practices and strategies that provide full student engagement. Directors are responsible for all interventionist and coaches in regards to monitoring and evaluation for teacher effectiveness. The directors will be evaluated using the administration instrument. • Two instructional coaches for grades K-5 will be hired to assist teachers in implementing best practices in their classrooms.

Behavior for successful restructuring of persistently low achieving schools	What are the strengths/actions taken? What is in place?	What are the weaknesses/challenges?	What changes will be made/and/or actions taken to address the weaknesses/challenges and improve on the strengths?
			<p>Monitoring and evaluations will be conducted by the directors. They will be evaluated using the teacher evaluation form.</p> <ul style="list-style-type: none"> • Based on the needs assessment survey, a behavior coach will be hired in order to establish an effective Positive Behavioral Intervention Program and work with teachers on implementing awareness and strategies to distinguish behavior problems and how to effectively incorporate classroom management skills. They will be responsible for writing Functional Behavior Analysis, and will work with teachers and students to develop an accurate and usable plan. Monitoring and evaluation will be done by the site principal using the teacher evaluation instrument. • Two certified reading

Behavior for successful restructuring of persistently low achieving schools	What are the strengths/actions taken? What is in place?	What are the weaknesses/challenges?	What changes will be made/and/or actions taken to address the weaknesses/challenges and improve on the strengths?
			<p>interventionists will be hired to work with grades K-2 and 3-5 students. Monitoring and evaluation will be conducted by the district literacy director using the teacher evaluation form.</p> <ul style="list-style-type: none"> • Two certified math interventionists will be hired to work with grades K-2 and 3-5 students. Monitoring and evaluation will be conducted by the district math director using the teacher evaluation form. • The community coordinator will be responsible to oversee all functions of parent interaction with the district. They will supervise the parent liaisons. They will be responsible for professional development for the parent liaisons for parent development evenings and academic instructional nights. They must

Behavior for successful restructuring of persistently low achieving schools	What are the strengths/actions taken? What is in place?	What are the weaknesses/challenges?	What changes will be made/and/or actions taken to address the weaknesses/challenges and improve on the strengths?
			<p>have through knowledge of the demographic area and the Native American Culture, as well as being able to speak, read and write the Navajo language. They will coordinate activities with the community chapter houses and will be responsible to communicate with parents at home. Home visits will be used to increase student attendance and encourage the value of long range academics and goals. Their goal will be to increase parental involvement by 20% will be measured by attendance at parent forums and attendance at parent teacher conferences. Student attendance will increase by 2% based on ADM counts.</p>

Behavior for successful restructuring of persistently low achieving schools	What are the strengths/actions taken? What is in place?	What are the weaknesses/challenges?	What changes will be made/and/or actions taken to address the weaknesses/challenges and improve on the strengths?
<p>B1d</p> <p>The LEA/Charter Holder is involving community/parents in the restructuring process including communicating current reality, new vision, buy in, and addressing resistors.</p>	<ul style="list-style-type: none"> • Indian Education Committee has been established and actively meets to enhance instructional programs and supplies through the Johnson O'Malley Program. • A new communication tool called School Reach has been implemented in the 2010-2011 school year. Parents receive phone calls or text messages advising them of schedule changes and upcoming events. • Surveys have been sent out to local chapter houses and parents to find out what their opinions and perceptions about the school district are. • There is a PTO established at the Sanders Elementary School. • A parent forum was scheduled for February 7, 2011 to share current information regarding gangs, bullying, and the possibility of requiring school 	<ul style="list-style-type: none"> • Site Councils have not been established or utilized for several years. • Phone numbers and addresses for many students are not current or constantly changing. This influences the School Reach program and parent liaison contacts. 	<ul style="list-style-type: none"> • SIG Community Coordinator will hold parent forums throughout the 2011-2012 school year to discuss ongoing changes and progress with school improvement. These meetings will be held quarterly. The overall purpose will be to increase student attendance and increased student achievement. • The school will implement a site council. They will be used to provide input from the community sector and parent perspectives. The JOM program will be involving more parents of students on the membership board. • The parent forums will have a focus that will address school concerns by topic. These are public forums and will be used to gather information from the public. • The School Reach program will be used to remind parents about

Behavior for successful restructuring of persistently low achieving schools	What are the strengths/actions taken? What is in place?	What are the weaknesses/challenges?	What changes will be made/and/or actions taken to address the weaknesses/challenges and improve on the strengths?
	<p>uniforms for the 2011-2012 school year.</p> <ul style="list-style-type: none"> The Superintendent sends out quarterly community newsletters to keep parents and community members informed about activities and events in each school and all departments. 		<p>upcoming school board meetings. This will allow them to bring their concerns and suggestions in the appropriate manner consistent with the policies and regulation of the school board. Contact verifications can be conducted by calling results from School Reach. Parent letter will be sent home or delivered by the SIG community coordinator to assist in student information.</p>
<p>B1e The LEA/Charter Holder has a culture of high expectations for student achievement including establishing vision, mission, and goals which address student achievement.</p>	<ul style="list-style-type: none"> The LEA leadership team along with the school Governing Board, has a vision for high expectations for student achievement. A culture of data driven instruction is being strongly introduced this year with the use of Galileo, benchmark assessments, and D.I.B.E.L.S. throughout the district. 	<ul style="list-style-type: none"> Implementation of the data driven instruction has met resistance from teachers. Existing PLC's are informal and are not goal orientated. The staff does not use the four questions: 1. What do we want our students to know? 2. How do we know they have learned it? 3. What do we do if they have not learned it? 4. What do we do if they have learned it? 	<ul style="list-style-type: none"> Establishment of strong PLC practices will be implemented at each building. The LEA will send a school improvement team to PLC conference in February 2011. (Completed) The LEA is planning to bring in an external provider to assist in the training of PLC's in the upcoming school year. <i>Success for All</i> also contains training for staff and administration in the development of PLC's. Monitoring of a culture of high expectations for student achievement will be done feedback sheets from the PLC

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	<ul style="list-style-type: none"> • District Mission: The mission of the Sanders Unified School District, in partnership with parents and community, is to create and maintain a professional educational environment that will ensure all students become active participants in an effective learning process to meet challenging academic content as determined by state and national standards. We are committed to providing a comprehensive system of supports to ensure this outcome. 	<ul style="list-style-type: none"> • SUSD has a vision, mission, and goal statement. Mission/vision statement are not shared or implemented at the school level. • How is the school board ensuring that this is taking place 	<p>meetings. Classroom walkthroughs using the T4S methods will assist in ensuring teacher compliance. Team building and site council involvement will be required. These will be monitored by both the site principal and the district SIG Coordinator.</p> <ul style="list-style-type: none"> • A committee composed of stakeholders will review and revise the current vision, mission, and goal statements. Vision, mission, and goal statements will be posted in every classroom and throughout the buildings in the 2011-2012 school year. This will take place by the end of summer of 2011. The stakeholders involved will be the Governing Board members, District Leadership Team, teachers, and other community members.
<p>B1f Evidence of shared leadership at the LEA and</p>	<ul style="list-style-type: none"> • SES currently has grade level weekly collaboration meetings. They also have monthly team leader meetings. 	<ul style="list-style-type: none"> • Creating buy in from the SES staff has been difficult. They have not been involved in the development of the school 	<ul style="list-style-type: none"> • Use stakeholders to provide information and ideas for school improvement. Teachers will be asked to become part of

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<p>school levels.</p>	<ul style="list-style-type: none"> The current LEA leadership team meets weekly to communicate and discuss events at SUSD. 	<p>improvement plan. They are not represented in a site council committee and share leadership is non-existent. Goals for the existing staff grade level meeting are not controlled or focused</p>	<p>the school improvement plan.</p> <ul style="list-style-type: none"> Parents, community members, teachers and other staff, administrators and school board members will make up the hiring committee for the transformational elementary school principal. SUSD will hire a transformational principal whose focus will be to develop strong teams and promote the furtherance of shared leadership within the school. Plans are in place to develop LEA/administration PLC's. The team will meet weekly to develop the goals for the teacher PLC teams to address. The goal is to create teacher leaders to promote the furtherance of team leadership and development of new instructional leaders.

Behavior for successful restructuring of persistently low achieving schools	What are the strengths/actions taken? What is in place?	What are the weaknesses/challenges?	What changes will be made/and/or actions taken to address the weaknesses/challenges and improve on the strengths?
Focused strategies for improving instruction with clear expectations of classroom practices.			
B2a Use of guaranteed and viable curriculum that is aligned to the current Arizona Academic Standards.	<ul style="list-style-type: none"> • School year 2010-2011 curriculum alignment with AZ academic standards across all grade levels has started and is being monitored. Curriculum pacing guides are being developed for Pre-K – 12 language arts, math, science, social studies, technology, art, Navajo language and physical education. • The use of curriculum in each classroom is currently being monitored by the curriculum 	<ul style="list-style-type: none"> • Teachers were not provided with a complete set of pacing guides for the 2010-2011 school year. • The principal has not consistently monitored the use 	<ul style="list-style-type: none"> • School has employed Rubicon Atlas as a software program used district wide for curriculum pacing guides. This program references all state standards, essential skills, content, assessments, differentiated instruction, and supplies the ability to link all resources. Teachers are responsible to continue to update and refine pacing guides on a yearly basis. This process will be monitored for alignment by the district curriculum director and school principal. • Per district policy, the principal will be responsible for monitoring all implementation

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	<p>director through the Atlas Rubicon program.</p>	<p>of curriculum through Atlas Rubicon, classroom walkthroughs and lesson plans.</p>	<p>of curriculum throughout the building. He/she will also be responsible to report to the district and most importantly share ongoing feedback with each individual.</p>
<p>B2b Policy and/or procedures to review and evaluate standards based core/supplemental programs are in place.</p>	<ul style="list-style-type: none"> • Yearly reports are obtained for usage of supplemental software programs in order to ensure they are being utilized fully. • There are multiple software programs available for teachers to supplement their core curriculum. 	<ul style="list-style-type: none"> • Procedures are in place for review and evaluating the programs for renewal, however not all staff members are aware of the procedures. • With the amount of supplemental software programs and no direction given by the leadership, there is no consistency among the grade levels. • No formal program adoption process for core/supplemental program has been maintained district wide. • Inconsistencies in use of materials in grade levels from adopted materials, supplemental materials, or teacher created materials which makes evaluating programs difficult. These inconsistencies make 	<ul style="list-style-type: none"> • Re-evaluate all curriculum across the district and assess to ensure alignment with the state standards. This is currently taking place by the Curriculum Director. Adoption lists have been gathered and are being reviewed. The gaps in the curriculum are being filled with supplemental materials which are evaluated yearly. • Due to multiple software programs in the district a survey was conducted asking teachers to identify the software programs that they were actually using on a regular basis. This will help ensure consistency throughout the district. • Initiate common core standards in all kindergarten classes in the

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		<p>horizontal and vertical alignment of programs and curriculum impossible to maintain and evaluate.</p> <ul style="list-style-type: none"> The number of programs and amount of curriculum in all classrooms is excessive, and there is no consistency in the grade levels. Teachers use what they like best of the curriculum in their classrooms. 	<p>2011-2012 school year.</p> <ul style="list-style-type: none"> Procedures for using programs and curriculum will be added to the beginning of the year orientation and employment handbooks. A list of adopted curriculum will be kept by the Superintendent's secretary after each board adoption. All materials (core and supplemental) will be collected and redistributed at the beginning of the year based on what is adopted and approved by the district board in order to ensure consistency. The plan is to clean out rooms of all out dated curriculum and bring in <i>Success for All</i> for the entire campus, along with other board adopted texts for all other subject areas. The curriculum director is setting up a review process for all curriculum to match standards to the curriculum. The school board policies call

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			<p>for a curriculum team to review and make recommendations for curriculum adoption. They are composed of the Curriculum Director, principals, teachers and one parent on the committee. This is the procedure that the district follows for adoption.</p>
<p>B2c A framework/model that defines effective instructions has been developed and is clearly communicated.</p>	<ul style="list-style-type: none"> • SUSD has implemented Rubicon Atlas to provide teachers with a framework for instruction. • Information was given to all stakeholders regarding best practices and how to implement them in the classroom. • The K-8 literacy plan has established what practices the teachers are to use in their classrooms. 	<ul style="list-style-type: none"> • Best practices are not being executed in most classrooms. • Professional development has been offered to all staff. The necessary follow through for implementation has not taken place that would require teachers to make the needed changes. • Teachers need to be made aware of tools for teaching best practices and implementing differentiated instruction in all 	<ul style="list-style-type: none"> • Conduct professional development for teachers on applying best practices in the classroom. LEA personnel and <i>Success for All</i> will provide the required professional development. • T4S will be implemented to create teacher accountability. Frequent walkthroughs will be conducted by the principal to make sure that correct modeling of best-practices is taking place

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		classrooms.	<p>in ALL classrooms.</p> <ul style="list-style-type: none"> • Modeling of effective instruction in classrooms by instructional coaches. • Training and implementation of T4S will be provided by the West Ed company.
<p>B2d The LEA/Charter Holder has a professional development plan which includes job embedded PD that specifically addresses and targets instructional needs.</p>	<ul style="list-style-type: none"> • School Improvement team is registered for PLC training in Feb. 2011. (Has taken place) • A Professional Development calendar has been created based on teacher needs from the 2009-2010 survey. The 2011-2012 school year calendar is attachment #10. 	<ul style="list-style-type: none"> • The professional development plan needs to include more external providers who can come to the district in-service days to provide PD for all staff. • Current school year calendar does not provide enough professional development days with follow up. • School leadership does not follow up on implementation or assessment of professional development. • Professional Learning Communities are not true PLC's. They are just teacher meetings. 	<ul style="list-style-type: none"> • The school calendar needs to provide more days for professional development for all staff. The new board approved calendar doubles the existing professional development days. • SUSD is providing professional development in D.I.B.E.L.S. Next, Six Traits Writing, <i>Success for All</i>, T4S, and Professional Learning Communities. All of the above will relate to the data collection and how to properly use data to drive instruction. Shorter two hour blocks of professional development will focus on best practices in specialized areas over the course of the year. • Monitor and adjust teacher implementation of job-

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			<p>embedded professional development and its effect on student learning will be overseen by the instructional coaches and the building principals.</p> <ul style="list-style-type: none"> Professional development for implementing PLC's will take place in all schools in the 2011-2012 school year. This will be provided by the current Curriculum Director and Solution-Tree.
<p>B2e The LEA/Charter Holder has a teacher supervision process in place which includes procedures for measuring quality instruction and student engagement that includes walkthroughs and timely feedback.</p>	<ul style="list-style-type: none"> The evaluation tool used is based on the Arizona State Teaching Standards/Domains. 	<ul style="list-style-type: none"> Principal walkthroughs and timely feedback is not provided to teachers and needs to become a priority. Due to the fact that consistent feedback does not exist teacher's expectations to improve are not being met. Students are not engaged, and effective classroom management skills are lacking. The results are that students are disengaged, disruptive and underachieving. Evaluation instrument does not provide administrators the 	<ul style="list-style-type: none"> Hiring of a Behavioral Coach will help for classroom support with students that are not actively engaged in the classroom. Summer training will take place for the implementation of Teach for Success to address an appropriate walk through format, along with providing professional development to administrators as well as teachers. Weekly walkthroughs will take place by the building principal. LEA walkthroughs will take place bi-monthly by

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		<p>means to effectively evaluate staff member's performance, and provide them with constructive feedback to enhance instruction.</p>	<p>one of the following: the SIG Coordinator, Curriculum and Instruction Director, or Superintendent. Feedback will be provided to teachers in a timely manner according to T4S procedures.</p> <ul style="list-style-type: none"> • Teachers will be supplied with a reflection form to do self-evaluations related to the feedback and their own self-evaluation time. These will be discussed with the person who did the walkthrough. • Instructional coaches will be required to be in the classrooms working with teachers at least 80% of their working day. The other component of their time will be involved in planning and providing PD for teachers and other staff. • Involve stakeholders to develop and design a new evaluation instrument based on the state requirements coming from the State Legislature.

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<p>B2f A comprehensive/balanced assessment system is in place including screening, formative, progress monitoring, and summative assessments.</p>	<ul style="list-style-type: none"> • SUSD has in place several comprehensive/balanced assessments systems: <ol style="list-style-type: none"> 1. Galileo formative classroom assessments teacher designed, given at teacher discretion 2. Galileo quarterly formative assessments grade level designed, given at the end of quarter 3. Galileo district benchmark assessments (AIMS testing indicators), given at the end of quarter 4. D.I.B.E.L.S. Next benchmarking, three times a year and progress monitoring, weekly, biweekly and monthly depending on the students benchmark scores (K-5) 5. AIMS/Stanford 10 6. Achieve 3000 (SES/VHS) 7. Read Naturally 8. Study Island 9. Star Reading and Math 	<ul style="list-style-type: none"> • Data from assessments needs to be used in ALL classrooms to drive instruction and determine students R.T.I. status. 	<ul style="list-style-type: none"> • Professional development and implementation of D.I.B.E.L.S. Next benchmark and progress monitoring in grades K-5 will be implemented for the first time in school year 2011-2012.. • Staff needs Professional Development in R.T.I. • Staff will be monitored to ensure that instruction is being driven by data during PLC calendar time.

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	(SES/SMS)		
Use of data and evidence to drive decisions and revise strategies.			
<p>B3a The LEA/Charter Holder has a comprehensive data warehouse system that allows for the collection of student data down to individual student performance.</p>	<p>Comprehensive Data System:</p> <ul style="list-style-type: none"> • D.I.B.E.L.S. • Galileo used for formative and benchmark testing • Study Island is an evaluation system software program which is used in the schools as a tracking device for scoring students and grade leveling them in reading and math • Star Math/Reading • School Master is used to track attendance and grading. • School Reach program is used to notify parents, staff and community regarding changes in school programming • AZELLA • Safe and Drug Free 	<p>Comprehensive Data System:</p> <ul style="list-style-type: none"> • D.I.B.E.L.S. progress monitoring is not consistent in all grade levels. • Galileo and Star Math/Reading are being used by some teachers for diagnostic of needs in both reading and math. But overall is not being used to drive instruction. • Currently SUSD does not have a fully implemented math intervention program which includes a diagnostic tool. 	<p>Comprehensive Data System:</p> <ul style="list-style-type: none"> • D.I.B.E.L.S. Next benchmarking, given three times a year by benchmark team and progress monitoring, weekly, biweekly and monthly, depending on the student's benchmark scores, will be completed and entered into the data system by classroom teachers (K-5). • Professional Learning Community (PLC) will have time set aside for grade level teams to analyze student data collected from Galileo, D.I.B.E.L.S., Study Island and both Star programs. These will be used to drive group and individual instruction. • Monitoring of these programs

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	<ul style="list-style-type: none"> • Special Education • Child Study Team analyzes the data to determine whether a child will be referred to Special Education. <p>Data Conversations:</p> <ul style="list-style-type: none"> • All current stakeholders have access to all data which is aggregated and individually broken down by student • Parent/Teacher Conference 	<p>Data Conversations:</p> <ul style="list-style-type: none"> • Collaboration time has not been focused on data analysis and training has not been thorough enough for teachers to disaggregate the data. The need for more specific professional development exists 	<p>will be overseen by both the site principal and the district curriculum director.</p> <ul style="list-style-type: none"> • Currently SUSD is looking at bringing in the <i>Success for All</i> math component earlier. We are also researching other math RTI programs to assist proper identification of students and their needs. Date of purchase is to be determined. <p>Data Conversations:</p> <ul style="list-style-type: none"> • Collaboration time will be controlled and focused on data and meeting student needs. A summary of all the collected data will be used to drive instruction for all Tier instruction. • Student study team involved in Tier III/RTI process

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	<p>Professional Development:</p> <ul style="list-style-type: none"> Galileo reporting 	<p>Professional Development:</p> <ul style="list-style-type: none"> Training has been provided, but it has been very limited. Teachers need professional development on data analysis. 	<p>Professional Development:</p> <ul style="list-style-type: none"> Professional development will be provided for teachers to ensure understanding of the data and application in classroom. These professional development dates will be given the last week of July 2011.
<p>B3b The LEA/Charter Holder has a system in place to train and support teachers in using data to drive instruction and all staff members are held accountable for increased student achievement.</p>	<ul style="list-style-type: none"> SUSD has provided PD on Galileo throughout the year. Literacy Director has provided D.I.B.E.L.S. training and support to all SES staff. 	<ul style="list-style-type: none"> Principals need to increase accountability for understanding how to use the training provided and make sure that follow through with secondary professional development takes place if needed. Teachers need to be held accountable for the training on how to use the data to drive instruction. There is no formal data distribution or collection area at the school for teachers to see where their students are such as 	<ul style="list-style-type: none"> Professional development will be conducted for all staff to analyze data and how to properly use it for learning instruction. Principals will be given PLC feedback sheets about the results of student data and how the team is going to use the data to plan instruction. SES staff will select an area at the school site with the assistance of the Success for All personnel to set up data walls. Teachers, coaches, and interventionists will be required to keep the data up to date and

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		a data wall or data list.	analyze it to use for student instruction.
<p>B3c The LEA/Charter Holder has a systematic process enabling teachers to collaborate during the workday to use data to make programmatic and instructional decisions for the purpose of improving instruction.</p>	<ul style="list-style-type: none"> • Time is provided weekly for collaboration. 	<ul style="list-style-type: none"> • Effective collaboration does not take place. • Collaboration does not have a clear focus on data. • Goals need to be set before the collaborative time to focus teachers and provide direction for discussion. • Vertical and horizontal alignment does not take place. 	<ul style="list-style-type: none"> • The LEA administration team will be considered as a PLC team. They will meet every other week prior to the school level teams meeting. Decisions on goals for the school teams will come from the administration team. The administration team will be responsible to oversee the meetings at their schools. All teams are required to set meeting norms and appoint a team leader to facilitate the meeting. Meeting goals from the administration team are covered and the school teams will provide a feedback sheet to the building principal about the outcomes of meeting the given goals. These goals will cover all areas including data analysis, horizontal and vertical alignment of curriculum and maintenance of the data walls. • PLC training will take place to

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			<p>develop strong leaders in the implementation of collaborative term guidance.</p> <ul style="list-style-type: none"> • More time will be allocated for effective collaboration to take place. • Weekly data from classroom common assessment will be provided by the teachers for open discussion. This process will equalize the grading analysis of students. • More professional development time will be set aside in the 11/12 school year to design and develop horizontal and vertical alignment.
Provision of resources to implement continuous school improvement action steps.			
B4a Specific goals of the relationship with external partner, measurable expectations and criteria for	Discussion of external partners and criteria for selection is taking place with the School Improvement Team	There are no external partners at this time.	<p>Possibilities are:</p> <ul style="list-style-type: none"> • SFA (Success For ALL) has been adopted by the state

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<p>selection have been developed along with a plan</p>			<p>department as an approved vendor for school improvement. They will be providing thirteen days of professional development for school restructuring and will have an additional thirteen days of on-site support visits. The three year estimate includes professional-development services and materials based on the number of teachers and students. They will assist in implementing the following <i>Success for All</i> program components: Curiosity Corner, Kinder Corner, Reading Roots 4th Interactive, Tutoring, Reading Wings 4th Trade Books, Reading Edge, Getting Along Together, and Leading for Solutions. This program will phase out over the three year period as our teachers become proficient in their instruction with best practices.</p>

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			<ul style="list-style-type: none"> • Solution Tree will be providing professional development in creating and maintaining PLC's. They will focus on developing collaboration teams and providing structure for sustaining the teachers' team efforts. • T4S (Teaching for Success) quoted from the West Ed Website Project Summary states that T4S: • builds the leadership capacities of administrators, academic coaches, and teachers to address academic rigor (planning for standards-based instruction) and rigorous teaching (delivering standards-based instruction); • establishes a systematic approach for administrators to ensure high-quality instruction; • provides district wide common vocabulary on what counts as good teaching;

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			<ul style="list-style-type: none"> • trains instructional leaders to use the Teach for Success Classroom Observation Protocol, which provides objective data on how well the components of effective teaching are being implemented school wide and in classrooms; • provides professional development and comprehensive support to lead, coach, and teach for success; and • builds a top-to-bottom, district wide understanding of the Teach for Success-identified components of effective teaching: instructional practices to support all learners: student engagement; assessment practices; cognitive level of classroom questions and activities; teacher techniques; and learning environment. <p>With guidance from the T4S</p>

Behavior for successful restructuring of persistently low achieving schools	What are the strengths/actions taken? What is in place?	What are the weaknesses/challenges?	What changes will be made/and/or actions taken to address the weaknesses/challenges and improve on the strengths?
			<p>team, teachers, academic coaches, and district and site leaders identify and implement:</p> <ul style="list-style-type: none"> • a foundation of research-based practices needed to plan, deliver, and assess effective, rigorous standards-based instruction; • a process to lead and sustain an organizational culture to plan, deliver, and assess effective, rigorous standards-based instruction; and • ways to provide ongoing, specific feedback to teachers to improve their ability to plan, deliver, and assess effective, rigorous standards-based instruction. • At the beginning of every school year and professional development training will be provided for all staff by West Ed personnel. This will be paid through Title I or II.

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<p>B4b All funding sources that the school is eligible for are considered when developing the LEA plan (Title I, IDEA, etc.)</p>	<p>We have:</p> <ul style="list-style-type: none"> • Title I • Title II • Title III (ELL) • Title VII (Indian Education) • IDEA (several) • JOM (Johnson O'Malley) 	<ul style="list-style-type: none"> • Compliance guidelines change when personnel change at ADE. • Difficulty in collecting data and changes in school management system. • Funding timelines don't always meet district needs. 	<ul style="list-style-type: none"> • More frequent contact with ADE/LEA to resolve compliance issues. • District financial planning for expenditures from funding sources. • The SIG funding will enable our district to transform Sanders Elementary School by adopting Success for All, PLC's and T4S. This will allow us to focus on data driven instruction, successfully implementing best practices for teacher effectiveness, and evaluating the performance of staff to ensure student achievement. This focus will remove many of the issues that have led to the underachievement of our students. Title funding will now be used to support sustainability for Success for All, T4S and PLC's by using the funds to purchase yearly professional development and replacement

Behavior for successful restructuring of persistently low achieving schools	What are the strengths/actions taken? What is in place?	What are the weaknesses/challenges?	What changes will be made/and/or actions taken to address the weaknesses/challenges and improve on the strengths?
			materials as needed in the future.

C. ROOT CAUSES

How did we get to this place?

Based on the information from Section A and Section B, examine possible reasons for current level of performance. The LEA/charter holder must determine the root causes from the results. This requires the LEA to move from problem identification to problem solving.

C.1 Provide the conclusions the LEA/charter holder has reached, based on the analyzed data from the previous sections (A-Data Analysis & B-Capacity and Commitment) and examine possible reasons for the current level of performance.

- Include the data used for analysis, the observations, findings, and conclusions reached by the team
- Conclusions need to be aligned and supported by data / evidence from sections A & B
- Utilize the “5 Why’s” to examine Root Causes

<p>C1a Summarize information from Section A:</p> <p>Demographics:</p> <ul style="list-style-type: none"> • Sanders Arizona is a remote community. • The service area for SUSD is 2,500 square miles. • Students are on busses for up to four hours a day • 91% of our students are free or reduced lunch • 14% of students are SPED 	<p>Conclusions: Our solutions based on the findings are:</p> <p>Demographics:</p> <ul style="list-style-type: none"> • The majority of our students live in remote areas. They are coming to school with a lack of readiness for learning. Most are on busses for up to four hours a day and living conditions create a hardship for students to do school work at home. Many have no access to electricity or running water. Having the internet is a luxury for most. Parents are not able to assist at school due to travel distance or lack of funding for gas.
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- Rental housing is limited and generally available only to low income families
- Electricity and running water are not available to some students
- Incoming student educational deficiencies
- Parents are not able to help at school.

Needs Assessments/Data Analysis: (attachments 1&2)

- Sanders Unified School District salaries are low
- Bullying is evident in all schools. Based on the needs assessment survey
- Lack of home/school connection
- RTC program is inconsistent
- Data is not used to drive instruction in all classrooms
- D.I.B.E.L.S. progress monitoring is not being completed consistently in all SES classrooms
- Galileo has inconsistent scoring predications for A.I.M.S.
- A.I.M.S. scores are consistently lower than county and state

Solution Team Findings: (attachment 3)

- Lack of shared vision with leadership for school improvement
- Lack of professional development follow-up.
- Lack of written curriculum.
- Little evidence of strong instructional strategies.
- Literacy block time is not being protected.
- Lack of student engagement.
- Lack of collaboration on data analysis.

Needs Assessments/Data Analysis:

- Reviewing the needs assessment data demonstrates that there is an overall inconsistency in maintaining and developing a self sustaining program. Teachers and administrators leave, others come in and develop their own programs, supplemental programs seen to replace the core programs parents have to many personal problems to be involved in the child’s life. Students are not engaged and discipline and bullying becomes a problem. Training and developing consistent and viable curriculum is a struggle as some teachers do not follow the curriculum plan. The end result is that we have low achievement when compared to the state or county.

Solution Team Findings:

The Solution Team saw a lack of shared vision between the LEA and the school. The lack of having a strong instructional leader in the school has created a culture of mistrust. There is not a focus on helping teachers learn what they need to know. Some staff do not have a sufficient understanding of the Arizona State Standards and their use in the development of lesson plans. There is a lack of knowledge in the implementation of best practices in the classroom.

<p>C1b Summarize information from Section B:</p> <ul style="list-style-type: none"> • Problems with academics, behavior, community involvement, leadership, and use of data show the educational environment is not conducive to high levels of student achievement. • Lack of Instructional Leadership (Solutions Team Findings) • Teacher Turnover/ Highly Qualified/Highly Effective • Effective programs are not maintained, and new programs are continually introduced, leading to inconsistency and a lack of focus. • Lack of professional development follow up for teachers (Solutions Team Findings) 	<p>Conclusions:</p> <p>SUSD curriculum has not been consistent or viable. The teachers have been teaching what they want with little guidance from the site leader. Data has not been used to drive instruction or to create an active and viable RTI process. The professional development has not aligned to what the needs of the staff/students are. The shotgun blast in instructional programs has not worked and needs to become focused with purpose for student improvement</p>
<p>C1c</p> <p>Based on these conclusions, identify root causes:</p> <p>Based on Solutions Team Findings, D.I.B.E.L.S., Galileo, AIMS data and the Needs Assessment, Sanders Unified School District SIG team have come to the following conclusions:</p> <ol style="list-style-type: none"> 1. The need to hire a strong Principal/Instructional Leader who will increase student achievement by developing and sustaining fundamental systems following the vision/goals established by the School Improvement Grant. 	

- This need was based on the lack of instructional leadership.
2. The current teacher evaluation tool does not evaluate teachers based on professional development follow through, best practices, and use of multiple sources of data to drive instruction.
- The lack of multiple data walks and an effective evaluation process.
3. Sanders Unified School District needed to enhance hiring policies to recruit and retain highly qualified staff.
- This need was identified and addressed. Procedures were put in place last year for hiring. Further improvements to the hiring process are being added. The district went from 30 non-highly qualified to 1 non-highly qualified teacher.
4. Sanders Unified School District needs to develop a curriculum that is aligned with the Arizona State Standards and is used by the teachers to plan instruction.
- This was identified by lack of curriculum guides/pacing guides and inconsistency of what is being taught by each grade level.
5. Sanders Unified School District teaching staff have not been employing best practices or using data to drive instruction, resulting in low student achievement and low student engagement.
- This need was identified by lack of student engagement and inconsistent data collection leading to students not receiving the proper intervention that was needed. A lack of setting student learning objectives and goal setting by some teachers is evident.
6. Sanders Elementary School needs to address the issue of bullying.
- Approximately 40% of our students believe bullying is a problem in their school.
7. Other naturally emerging policies, procedures and practices that are seen are:
- Our students are tired after riding the bus for two hours and are hard to engage in academic instruction.
 - They tend to sleep and don't focus well during classroom instruction.
 - Constant turnover in teachers and administrators has not created a stable condition for learning.
 - Academics are not valued as much as the sports programs by the parents.
 - Teachers who have been here for a long time have seen constant change.
 - Hiring procedures need to be in place for higher expectations instead of just hiring people to just fill spots.
 - Teachers go to professional development for what they want not what the district needs.

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

<i>Student Strengths</i>	<i>Student Needs</i>	<i>School Strengths</i>	<i>School Needs</i>	<i>System Strengths</i>	<i>System Needs</i>
Students are honest.	Students need a higher quality education.	Data collection processes are in place.	Instructional Leadership	Strong data collection program	Our district needs a Fine Arts curriculum.
Students value homework.	Students need the bullying issue addressed	Teachers have collaboration time that has been set.	Professional development on data analysis	Weekly leadership team meetings for communication	School needs to prepare students to deal with life issues.
Students learn with more hands-on instruction.	More up-to-date technologies should be used in our school to help students learn and prepare for the future.	Facilities are clean and provide a safe environment.	RTI program needs to be organized	Open door policy	Training needs to be provided to teachers on how to increase student motivation.
Students love the opportunities to participate in sports.	Students would like current and updated books.	Technology and supplemental materials abound.	Student engagement in all classrooms		
	Teachers/staff who exhibit a sense of caring for the students.	Students are encouraged to use school and community resources.	Strong core and intervention math program		
		The school teachers are willing to give students individual help outside of class time.	Students want bullying to stop.		

Based on the conclusions and root causes in C1, identify the LEA/charter holder and school barriers.

<i>School Barriers</i>	<i>LEA / Charter Holder Barriers</i>
Lack of Instructional Leadership	Hiring of Highly Qualified personnel
Low assessment scores	Inconsistent LEA Administration Team
Bullying behaviors	Lack of shared vision for school improvement
Lack of home school connection	Lack of Professional Development follow up
Lack of data driven instruction	Lack of written curriculum
Responsible Thinking Classroom procedures inconsistent (PBIS)	
School scheduling	
Little evidence of strong instructional strategies	
Lack of student engagement	
Low salaries	

C.3 Outline the action steps the district will take to address the needs and barriers identified in C.2.

Needs:

Students need a higher quality education: The execution of the transformational model will provide students the education they need to succeed in life. The district will implement the model in the school year 2011-2012. By using the T4S, *Success for All*, and PLC process and programs we will give teachers the tools for success in their classrooms.

Students need the bullying issue addressed: The Behavior Coach will start a program to help teachers deal with the bullying issues in the school. This will reduce classroom discipline. Students will feel more comfortable and be ready to learn. To be a useful and meaning program the Behavior Coach will need principal, counselor and teacher support.

More up-to-date technologies should be used in our school to help students learn and prepare for the future: SUSD has many technology programs. The need to train teachers on all the programs will help them to impart the knowledge to our students.

Students would like current and updated books: Currently the Curriculum Director is working diligently to create a list of all curriculum being used in the district, along with board adoption dates. He will compile data and look and needs for the district with the input of knowledge from teachers, principals, coaches, directors and interventionists. This is to ensure that all curriculum is up to date and teacher training is current. Literacy director is working on a District wide list of books for each grade level. This will provide more reading material for students independent read time, and teacher small group sessions.

Teachers/staff who exhibit a sense of caring for the students: Staff will be expected to interact appropriately with students. Any staff members who are disrespectful or threatening will need to be put on an improvement plan. Failure of improvement in this area will lead to dismissal. Teachers will have to work at maximizing student engagement in their classrooms so that discipline issues and disruptions are not happening.

Instructional leadership: The Transformational Principal who is hired to work at Sanders will be required to have excellent skills in the area of instructional leadership. The interview process will be stringent and thorough to find a person with knowledge of the specific needs of our school, including classroom management, evaluation of staff, data analysis, PLC's, T4S and SFA. The candidate must possess strong people skills and be a team player.

Professional development on data analysis: Professional development will be provided through Success for All, Solution Tree (PLC) and embedded training with instructional coaches in the classrooms.

Student engagement in all classrooms: Teachers will be provided with training and coaching in the strategies for best practices by the behavior coach and instructional coaches. The principal will conduct regular walkthroughs to check for student engagement.

Strong core and intervention math program: Currently the Curriculum Director is working with staff members to compile a list of needs. Review process will take place for adoption of new core and intervention math programs. The new programs will be in place for the 2011-2012 school year.

Students want bullying to stop: The Behavior Coach will start a program to help teachers deal with the bullying issues in the school. This will reduce classroom discipline. Students will feel more comfortable and be ready to learn. To be a useful and meaning program the Behavior Coach will need principal, counselor and teacher support.

Our district needs a Fine Arts curriculum: The district recognizes the need for a Fine Arts program, and will address this need for the 2012-2013 school year.

School needs to prepare students to deal with life issues: The district recognizes the need for addressing the issue of connecting school with the outside world. This need will be addressed in part by increasing the academic achievement of each student and broadening their worldwide perceptions through quality course work.

Training needs to be provided to teachers on how to increase student motivation: Teachers will be provided with training and coaching in the strategies for best practices by the behavior coach and instructional coaches. The principal will conduct regular walkthroughs to check for student engagement. As teachers become more proficient in using best practices, student motivation will increase.

Barriers:

Lack of Instructional Leadership: Using the Transformational Model a SIG Turnaround Principal will be hired. The SIG Committee will interview using the Selection Toolkit and Competencies process provided by the ADE, and hire by July 1, 2011. SIG Coordinator will monitor and evaluate the SIG Turnaround Principal.

Low assessment scores: Using the D.I.B.E.L.S. benchmark/ progress monitoring and Galileo benchmark and formative assessments started in school year 2010-2011; teachers will be provided further professional development to analyze the data and drive their instruction for the school year 2011-2012. Interventions will be provided for the students who continue to struggle. SIG Coaches, SIG Directors, and SIG Coordinator will monitor and evaluate for effectiveness.

Bullying behaviors: A program to address the bullying issues will be purchased for the 2011-2012 school year. A SIG Behavior

Coach will be hired to ensure Professional Development training for all staff. The SIG Coordinator and the SIG Turnaround Principal will evaluate and monitor for effectiveness.

Lack of home school connection: The SIG Coordinator and SIG Team will hire a SIG Community Coordinator to increase the home school connection through parent forum and parent education. This position will begin in August, 2011. The SIG Coordinator will evaluate the SIG Community Coordinator for successful increase in parent/community involvement.

Lack of data driven instruction: The SIG Committee will attend Professional Learning Community (PLC's) training in February, 2011. PLC training will be provided by the committee members to the staff in August, 2011. The staff will be trained in data analysis using the data from D.I.B.E.L.S. and Galileo benchmark and formative assessments during their PLC collaboration. The SIG Coordinator, SIG Turnaround Principal, SIG Directors, and SIG Coaches will monitor and evaluate the collaboration meetings for success.

Responsible Thinking Classroom procedures inconsistent (PBIS): Staff was provided overview training on the RTC program in August of 2010. Evaluation of the program shows lack of staff understanding of the program. Further professional development will be provided in August of 2011 for specific implementation of the process in classrooms. SIG Behavior Coach, SIG Turnaround Principal, and SIG Coordinator will ensure success.

School scheduling: The daily schedule will be reviewed and revised to accommodate necessary changes for protected Literacy blocks, intervention time, extended day and modified school year. The SIG Committee will discuss and provide optional school year calendars to staff prior to issuing contracts for the 2011-2012 school year. The SIG Committee will then determine which schedule will provide the most benefit for the students in the district and present the calendar to be Sanders Unified School District Governing Board, to be adopted before May, 2011.

Little evidence of strong instructional strategies/ Lack of student engagement: Observation evidence shows lack of instructional strategies and student engagement in the majority of classrooms. The SIG Committee will hire SIG Reading and SIG Math Coaches to work with teachers in best practices to model effective strategies in the classroom for academic excellence with 98% student engagement. Professional development will be provided as needed for teachers who are struggling with adapting to using best practices. The SIG Coaches and SIG Directors will provide after-school workshops in best practices when needed. The SIG Turnaround Principal, SIG Directors and SIG Coordinator will closely monitor for effectiveness of the coaching practices and implementation of the best practices in every classroom.

Low salaries: At the February, 2011 Governing Board meeting, a raise in salary for Sanders Unified School District staff was approved for the 2011-2012 school year. This raise was approved in order to make Sanders Unified School District more competitive with neighboring school districts.

Lack of district/school vision and mission: The new SIG Turnaround Principal will lead his/her staff in determining their true vision and mission for Sanders Elementary School. The Superintendent will lead the district administrative/supervisor team in determining their true vision and mission for Sanders Unified School District. These vision and mission statements will be completed and shared with all stakeholders by August, 2011.

Hiring of Highly Qualified personnel: In the past, Sanders Unified School District hired some non-highly qualified teachers. In the 2009-2010 school year procedures were put in place to ensure that highly qualified teacher hiring practices were being implemented.

Inconsistent LEA Administration Team: Turnover has been an ongoing problem at the Sanders Unified School District. The raises that were approved by the Governing Board in February 2011 for all staff may help assure longevity of staff in the district. Support and collegiality among the administration team will increase because the administrative staff will become an effective Professional Learning Community.

Lack of shared vision for school improvement: A school leadership team will be created to share in the decision making and vision for the school. The staff at Sanders Elementary School will be involved in the process of identifying the needs for the 2011-2012 Continuing Improvement Plan under the leadership of the SIG Turnaround Principal.

Lack of professional development follow up: A Professional Development Plan was created and implemented for the 2010-2011 school year. Professional development was provided for staff on a variety of assessment tools. However, the plan did not include a component for follow up with teachers to determine if they understood how effectively incorporate the professional development. In the 2011-2012 school year, with the implementation of the PLCs, this follow up will take place along with the continued monitoring by the SIG Coordinator, SIG Turnaround Principal, SIG Directors and SIG Coaches through data walks and other evaluation tools.

Lack of written curriculum: In the school year 2010-2011, Atlas Rubicon, a system to help in creating curriculum and pacing guides, was implemented by the staff. Professional development training was held during the 2010-2011 school year, and the SUSD teaching staff is expected to complete the curriculum for their subject/grade level, by May 2011. In the 2011-2012 school year, ongoing professional development on using Atlas Rubicon will take place. Compliance of staff in creating comprehensive curriculum will be evaluated by the SIG Coordinator, SIG Turnaround Principal and the District Curriculum Director.

C.4 Identify the intervention model that is chosen for each Tier I and/or Tier II school. Provide a comprehensive justification for choosing this model. Align the needs and barriers (C.2) and action steps (C.3) with the required strategies of the chosen intervention model. How will student achievement be improved by this model?

Model Selected: Transformation Model

Justification: We have chosen the Transformation Model for Sanders Elementary School because we believe that most of our teachers are capable of increasing the academic achievement of our students, given the necessary tools and a highly effective instructional leader to support them. The Transformation Model fully supports the following changes that we must implement to increase student achievement:

- Hiring a SIG Turnaround Principal who is a highly effective Instructional Leader will ensure support of the teachers in increasing the quality of instruction and student learning.
- By utilizing the assessment systems that Sanders Unified School District has in place we can promote continual use of student

data to inform teachers on the progress of their students and how to best differentiate instruction to meet the needs of individual students.

- Professional Learning Communities will be used in all grade levels for collaboration within the school, as well as PLC collaboration within school designated committees and the administrative team.
- The district will educate staff in using an anti-bully program to help all students feel that school is a safe haven. The district will provide training for teachers in effectively using the Responsible Thinking Center, which will help limit classroom disruptions.
- We will intensify our Parent/Community Connection with the added position of SIG Community Coordinator. This person will plan and host quarterly parent forums and help maintain and improve communication and compliance in dealing with student attendance issues.
- The school calendar will be revised to best meet the needs of our students.
- Sanders Elementary School will provide all staff with high quality, ongoing, job embedded professional development designed by the District Administration and the SIG Coordinator. This will ensure that the staff will have the necessary tools to be effective in successfully implementing school reform strategies. Job-embedded professional development will be offered throughout the school year for all staff. Teachers will receive a financial incentive for attending eight additional professional development days.
- Sanders Unified School District salary will increase staff salaries.
- The Sanders Unified School District will work diligently to continue with the writing of curriculum/pacing guides for all grades levels in all subjects.

Required Strategies of Selected Model (attend to all)	Needs / Barriers / Action Steps
<p>Replace the principal who led the school prior to the commencement of the transformation model.</p>	<ul style="list-style-type: none"> • Replace the current principal with SIG funded transformational principal • Difficulty in attracting a highly effective instructional leader in our remote area • Aggressive recruitment through advertising on websites and newspapers along with attending in-state and out-of-state job fairs. Increase the salary for the new principal to help attract more candidates. Use the interview strategies provided by the Arizona Department of Education to help in finding the most qualified candidate.

<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals.</p>	<ul style="list-style-type: none"> • Create an evaluation instrument that checks for best practices, student engagement, professionalism and data driven student growth. • Time • Form an evaluation committee which includes principals and teacher representatives from each school site to create an evaluation document that incorporates best practices, student engagement, professionalism and data driven instruction, which will align with the new state evaluation tool. Provide in-service for administration and staff on the district’s expectations for the new evaluation tool. • Purchase “Teach for Success” and provide the training and support to implement the program. • The SIG Coordinator, Director of Literacy and Math will take part in the evaluation of principal and teachers
<p>Identify and reward school leaders, teachers and other staff who implement this model and have increased student achievement.</p>	<ul style="list-style-type: none"> • Provide incentive pay • Determining criteria that is objective and fair, and that will reward true achievement • The SIG Committee will create a document that will outline and identify requirements for incentive pay. • The SIG Coordinator and Principal will be responsible for determinations.
<p>Provide staff ongoing, high quality, job- embedded professional development that is aligned with the school’s instructional program.</p>	<ul style="list-style-type: none"> • Providing job-embedded professional development • Identifying focus areas that will benefit all staff needs in professional development. Finding time to provide the needed professional development. • Determine staff needs, and create a professional development plan that provides differentiated trainings for their specific needs Add professional development days and pay a stipend for staff that attend the training and implement the strategies/program.

	<ul style="list-style-type: none"> • The Leadership Academy professional development will be focused on the Continuous School Improvement Plan and it's implementation. • Persons responsible for the training will be the following: SIG Coordinator, SIG Principal, all coaches and interventionists, community coordinator, behavior coach and both directors.
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the transformational model</p>	<ul style="list-style-type: none"> • Identify and reward certified teachers who implement the transformational model and have increased student achievement evidenced by the 2011-2012 AIMS Spring scores. SIG Coordinator and Principal will be responsible. • Teacher's individual incentive pay will be based upon their student's increasing by a percentage of 15% in reading and math on AIMS. • The LEA will provide staff with opportunities for personal development with ongoing, high quality, job- embedded professional development that is aligned with the school's instructional program. (see attached professional development calendar #10) The professional development will occur at the beginning of school year 2011/2012 and continue on a monthly basis. Provided by the SIG Coordinator, Principal, coaches and directors. • The LEA has created a professional development plan that provides for differentiated training for the specific needs of the staff and district.
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with Arizona's academic standards.</p>	<ul style="list-style-type: none"> • SUSD will provide professional development in D.I.B.E.L.S. Next, <i>Success for All</i>, T4S, and Professional Learning Communities (PLC). All of the above will relate to the data collection and how to properly use data to drive instruction. Professional development will focus on best practices in using data to drive instruction. • Persons responsible for this will be the SIG Coordinator, SIG

	Principal, Directors, and Coaches.
Promote the continuous use of student data such as formative, interim, and summative assessments, in order to inform and differentiate instruction to meet the academic needs of individual students.	<ul style="list-style-type: none"> • There will be data walks and data talks so that teachers know what every student needs. • Professional Learning Communities will create the supportive atmosphere that the teachers need to collaborate and find ways to best meet individual student's needs. Other support will come from teacher collaboration and proper use of data to determine individual student needs. • Staff will be monitored to ensure that instruction is being driven by data during PLC calendar time. D.I.B.E.L.S. Next benchmarking, given three times a year by benchmark team and progress monitoring, weekly, biweekly and monthly, depending on the student's benchmark scores, will be completed and entered into the data system by classroom teachers (K-5). • Professional Learning Communities (PLC) will have time set aside for grade level teams to analyze student data collected from Galileo and D.I.B.E.L.S. These will be used to drive group and individual instruction. A summary of all the collected data will be used to drive instruction. • Persons responsible will be all SIG personnel.
Provide the school sufficient operational flexibility, including staffing, calendars/time and budgeting, to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	<ul style="list-style-type: none"> • The LEA will support the SIG Turnaround Principal in identifying and removing staff who do not improve student achievement and/or are unwilling to follow through with receiving further training and instruction. The LEA District Leadership Team has developed the calendar for the 2011-2012 school year to implement the changes needed to increase student achievement. • Persons responsible will be SIG Coordinator and Community Coordinator.
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SES or designated external lead partner organization	<p>The LEA will be providing intensive oversight over the local school. The SIG Coordinator will be directly involved in the oversight and technical assistance to make sure that the school progresses. If the progress that is desired is not being achieved the LEA will:</p> <ul style="list-style-type: none"> • Convene the school transformation team together (current

	<p>SIG team). They will analyze the barriers that are preventing the success of the plan. They will make recommendations for change to the plan. An action plan will be put in place that will drive the change needed. These changes will be overseen by the SIG Coordinator and building principal.</p> <ul style="list-style-type: none"> • The LEA will also involve SFA and T4S training personnel to assist in the development of a new action plan. • The LEA will assist with communication and support for the school site through the leadership team. The leadership academy, which will be held in July, will provide information on policies, practices and procedures, as well as relevant professional development, for the new leaders.
Implement a school wide Response to Intervention model	<ul style="list-style-type: none"> • The PLC training will teach teachers to analyze data and determine proper tier levels for their students. With the assistance of the <i>Success for All</i> training, teachers will be able to indentify placement needs for intervention in their classrooms and students. The building SIG principal and coaches will closely monitor the interventions. The behavior coach will support teachers in implementing Tier 1 and Tier 2 supports in classrooms. The behavior coach, reading interventionists and math interventionists will implement Tier 3 supports.

How will student achievement be improved by this model?

Student achievement will be improved by the implementation of this model. The SIG Turnaround Principal will be an integral part of the school improvement process. He or she will ensure that teachers receive high quality, relevant, job-embedded professional development that meets their individual needs. There will be data walks and data talks so that every teacher knows what every student needs. Professional Learning Communities, led by the new leader, will create the supportive atmosphere that the teachers need to collaborate and find ways to best meet individual student’s needs. The instructional leader will provide and model for the staff, student learning expectations and best practices for student engagement. Other support will come from teacher collaboration and proper use of data to determine individual student needs. The development of a positive, non-toxic school culture will become a focus for all staff creating a safe learning environment for students. Student success will become part of the new teacher evaluation instrument, which will drive the teacher incentive pay.

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D. SCHOOLS TO BE SERVED

D.1 Identify each Tier I, Tier II and Tier III school the LEA *commits to serve* and identify the model that the LEA/charter holder 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	TIER III	INTERVENTION MODEL CHOSEN			
					turnaround	restart	closure	transformation
Sanders Elementary School		X						<u>X</u>
Sanders Middle School				X				

D.2 If the LEA/charter holder is not applying to serve each Tier I and/or Tier II school, the LEA/charter holder must explain why it lacks capacity to serve each school:

Not applicable – (Sanders Elementary School is the only Tier I school)
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D.3 Prioritize, by need, the district’s TIER III schools:

SCHOOL NAME	NCES ID#	AYP Designation	Area of Need(s) Based on 2009 AIMS Assessment
Sanders Middle School		SIY2	Reading and Math

E. LEA/CHARTER HOLDER'S ACCOUNTABILITY

E.1 Describe the annual goals for student achievement on the State’s assessments in reading, math and graduation rate (High Schools only) and additional goals as needed that have been established in order to monitor the Tier I and Tier II schools. Using analysis of data completed in Sections A & B, complete the following for each Tier I and/or Tier II school being served:

Goal Area	SMART Goals (SY 2011 – 2012)	Baseline (Most Recent AIMS Data)
E1a Reading	Sanders Elementary School will increase the reading scores of students meeting and exceeding by 15% in all grade levels as measured by the AIMS 2012 Spring scores. This will be done by implementing and reinforcing strong school wide system changes, such as adherence to the K-12 Literacy Plan, participation in PLC collaboration time, analyzing data to drive instruction, reviewing and revising the curriculum developed in the 2010-2011 school year, and providing job embedded professional development for teachers.	<p><u>3rd grade</u></p> <ul style="list-style-type: none"> • E 0% -15% • M 43% - 58% • A 41% -26% • FFB 16% - 1% <p><u>4th grade</u></p> <ul style="list-style-type: none"> • E 1% - 16% • M 33% - 48% • A 51% - 36% • FFB 14% - 0% <p><u>5th grade</u></p> <ul style="list-style-type: none"> • E 0% - 15% • M 37% - 52% • A 34% - 19% • FFB 29% - 14%
Math	Sanders Unified School will increase the math scores of students meeting and exceeding by 15% in all grade levels as measured by the AIMS 2012 Spring scores. This will be done by implementing and reinforcing strong school wide system changes, such as adherence to the K-12 Math Plan, participation in PLC collaboration time, analyzing data to drive instruction, reviewing and revising the curriculum	<p><u>3rd grade</u></p> <ul style="list-style-type: none"> • E 7% - 22% • M 28% - 43% • A 39% - 24% • FFB 26% - 11% <p><u>4th grade</u></p>

	<p>developed in the 2010-2011 school year and providing job embedded professional development for teachers.</p>	<ul style="list-style-type: none"> • E 3% - 18% • M 20% - 35% • A 42% - 27% • FFB 35% - 20% <p><u>5th grade</u></p> <ul style="list-style-type: none"> • E 1% - 16% • M 29% - 44% • A 25% - 10% • FFB 44% - 29%
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For each goal	Progress Monitoring of Goals (Include Intermediate Benchmarks)		Person(s) Responsible
	Process	Timeline	
<p>E1b Reading</p>	<ul style="list-style-type: none"> • D.I.B.E.L.S. Next Reading (K-5) next will be used to assess students achievement at Sanders Elementary School This is a new program from last year's D.I.B.E.L.S. and comparisons cannot be made. • 75% of students will reach benchmark on D.I.B.E.L.S. Next by the last testing session in May 2012. These numbers will establish the baseline for the 2012-2013 school year. • Galileo Benchmark testing (1-5) will take place three times per year per grade level. Expected growth will match growth expectations for AIMS. The second benchmark in November will reflect an overall growth of at least 7% in the meets and exceeds categories. 	<ul style="list-style-type: none"> • D.I.B.E.L.S. Next benchmark testing will be completed in August, December, and May for each school year. • Galileo benchmark testing will take place in August, November, and March prior to AIMS testing. 	<ul style="list-style-type: none"> • Literacy Director and the building principal • Transformational Principal, SIG Coordinator and Literacy Director • Teachers and PLC

	<ul style="list-style-type: none"> Common Formative Assessments will take place at each grade level based on the grade level pacing guide. 		teams
Math	<ul style="list-style-type: none"> Galileo Benchmark testing (1-5) will take place three times per year per grade level. . Expected growth will match growth expectations for AIMS. The second benchmark in November will reflect an overall growth of at least 7% in the meets and exceeds categories Common Formative Assessments will take place at each grade level based on the grade level pacing guide. 	<p>Galileo Benchmark testing (3)</p> <ul style="list-style-type: none"> First benchmark in August, second benchmark in November, third benchmark in March prior to AIMS 	<ul style="list-style-type: none"> Transformational Principal, SIG Coordinator and Math Director Teachers and PLC teams

E.2 Describe the LEA/charter holder’s plan for supporting increased student achievement through the implementation of the chosen intervention model.

- **How is the LEA/charter holder supporting school leadership in meeting student achievement goals?**
- **How is the LEA/charter holder supporting school leadership in implementing the action steps of the chosen model?**

The LEA will replace the principal who led the school prior to the commencement of the transformation model. The LEA will do aggressive recruiting for a Transformational Principal to start on or before July 1, 2011. This will be done through advertising on websites and newspapers along with attending in-state and out-of-state job fairs. Hiring plans have set a deadline of May 23, 2011. Evaluation of new principal will be the current administration evaluation instrument. There will be two evaluations. One will take place in October and the other will take place in January. The evaluation will be conducted by the Superintendent.

Use rigorous, transparent, and equitable evaluation systems for teachers and principals. We are in the process of developing a new evaluation tool based on the up-coming State School Board recommendations. This new instrument will be in place for the 2012-2013 school year. The template will be released in December of 2011 by the state department. An evaluation committee will be established made up of teachers and administrators to review and develop this instrument. They will have until the end of the 2011-2012 school year to complete. This tool will incorporate best practices, student engagement/achievement, professionalism, and data driven instruction. In-services will be provided by the LEA to all staff regarding the new evaluation instrument and expectations at the beginning of the 2012-2013 school year.

Identify and reward school leaders, teachers and other staff who implement the transformational model and have increased student achievement evidenced by the 2011-2012 AIMS Spring scores. Teacher's individual incentive pay will be based upon their classroom AIMS Spring goals from above.

The LEA will provide staff with ongoing, high quality, job- embedded professional development that is aligned with the school's instructional program. (see attached professional development calendar #10) The professional development will occur at the beginning of school year 2011/2012 and continue on a monthly basis. The LEA has created a professional development plan that provides for differentiated training for the specific needs of the staff and district.

The LEA will provide operating stability and sustained support by allowing flexibility in staffing, calendars, time and budgeting to fully implement the SIG plans for maximum student achievement benefit. The LEA will support the SIG Transformational Principal in identifying and removing staff who do not improve student achievement and/or are unwilling to follow through with receiving further training and instruction. The calendar for 2011-2012 school year has been changed to reflect additional professional development hours, (attachment #10). Thirty minutes of instructional time has been added to the school day. The LEA is willing to alter the current budget, within the legal guidelines, to assist in implementing the plans of the SIG.

E.3 Describe the LEA/ charter holder’s plan for monitoring progress of student achievement and the implementation of the chosen intervention model.

- **How is the LEA/charter holder holding school leadership accountable for meeting student achievement goals?**
- **How is the LEA/charter holder holding school leadership accountable for implementing the action steps of the chosen model?**

E3a
 Formative and summative testing results will be analyzed by the LEA to monitor student progress. PLC Administration Team will meet, bi-weekly, to analyze on-going assessments and staff performance. Action steps will be taken to ensure alignment with PLC goals and implementation steps. The Superintendent will support, monitor and evaluate the SIG Turnaround Principal and SIG Coordinator for compliance with increasing student achievement to meet the stated goals. A monthly evaluation (TBD by the Superintendent) will determine the success or failure of the SIG Turnaround Principal and Coordinator. If necessary, the SIG Principal and/or SIG Coordinator may be replaced.

E3b: Outline the process for monitoring the implementation of each intervention model strategy.

List each required strategy for your intervention model:	Progress Monitoring of Intervention Strategies (Include Intermediate Benchmarks)		Person(s) Responsible
	Process	Timeline	
The LEA will replace the principal who led the school prior to the commencement of the transformation model.	The LEA will aggressively recruit for the SIG Transformational, Principal. This will be done through intentional and targeted advertising on websites and newspapers and with attendance at in-state and out-of-state job fairs. Requirements for the position will include a candidate with a strong background in effective instructional practices, leadership and keen insights on problem solving.	May 9, 2011 interview and hire by June 1, 2011	Mindy Porter, Dan Hute, Kathleen Flemming, Amy Hess, Linda Homes, Marian Yazzie, Cindy Bohnas, Danelle Anderson, Nora Monroe, Tyrone Joe, Valerie Nosie, Lena Thompson, Nancy Roanhorse, and Jones Joe

<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals</p>	<p>We are in the process of developing a new evaluation tool based on the up-coming State School Board recommendations. This tool will incorporate best practices, student engagement/achievement, professionalism, and data driven instruction. In-services will be provided by the LEA to all staff regarding the new evaluation instrument and expectations.</p>	<p>Spring 2012 committee will begin to plan and create document for implementation in 2012-2013 school year</p>	<p>LEA Leadership Team, and representatives from each school to include teachers and para-pros</p>
<p>Identify and reward school leaders, teachers and other staff who implement this model and have increased student achievement.</p>	<p>The LEA will create a plan that will outline and identify requirements for incentive pay in regards to increased measurable student achievement. In-service will be provided to all staff for understanding of the expectations of the incentive pay plan. Promotions and additional training/capacity building for current staff will be encouraged and supported by the LEA.</p>	<p>Ongoing from June 2011 to end of school year using rubric created by the team</p>	<p>SIG Coordinator, Building Principal, and teachers</p>
<p>The LEA will provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's instructional program.</p>	<p>The LEA will create a professional development plan based on the needs assessment, Solution Team recommendation and observed needs. Training in T4S, PLC and SFA (<i>Success for All</i>) will be provided for all staff. Training that provides for differentiated needs of the staff such as Galileo, Rubicon, classroom management, modeled writing/reading/math processes, student engagement and School Master. Initial professional development will be provided for teaching staff for five days during the last week in July, and for the administrative staff at the Leadership Academy which will be held for five days during the third week of July.</p>	<p>Ongoing from July 2011 to the end of the school year (attachment #10 professional development calendar)</p>	<p>Curriculum Director, building principal, and Leadership Team</p>

<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the transformational model.</p>	<p>Identify and reward certified teachers who implement the transformational model and have increased student achievement evidenced by the 2011-2012 AIMS Spring scores. Teacher's individual incentive pay will be based upon their student's increasing by a percentage of 15% in reading and math on AIMS. The LEA will provide staff with opportunities for personal development with ongoing, high quality, job-embedded professional development that is aligned with the school's instructional program. (see attached professional development calendar #10) The professional development will occur at the beginning of school year 2011/2012 and continue on a monthly basis. The LEA has created a professional development plan that provides for differentiated training for the specific needs of the staff and district.</p>	<p>Testing in April 2012 and awarded pay in August 2012</p>	<p>Superintendent, Curriculum Director, Building Principal, and all core classroom teachers</p>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with Arizona's academic standards.</p>	<p>SUSD will provide professional development in D.I.B.E.L.S. Next, <i>Success for All</i>, T4S, and Professional Learning Communities (PLC). All of the above will relate to the data collection and how to properly use data to drive instruction. Professional development will focus on best practices in using data to drive instruction.</p>	<p>Training in July 2011 and ongoing training and meetings bi weekly through the year</p>	<p>SIG Coordinator, Building Principal, Literacy and Math Directors, and teachers</p>

<p>Promote the continuous use of student data (such as formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.</p>	<p>There will be data walks and data talks so that teachers know what every student needs. Professional Learning Communities will create the supportive atmosphere that the teachers need to collaborate and find ways to best meet individual student's needs. Other support will come from teacher collaboration and proper use of data to determine individual student needs. Staff will be monitored to ensure that instruction is being driven by data during PLC calendar time. D.I.B.E.L.S. Next benchmarking, given three times a year by benchmark team and progress monitoring, weekly, biweekly and monthly, depending on the student's benchmark scores, will be completed and entered into the data system by classroom teachers (K-5). Professional Learning Communities (PLC) will have time set aside for grade level teams to analyze student data collected from Galileo and D.I.B.E.L.S. These will be used to drive group and individual instruction. A summary of all the collected data will be used to drive instruction.</p>	<p>July 2011 and on going</p>	<p>Curriculum Director, Math and Literacy Directors, and Transformational Principal</p>
<p>Establish schedules and strategies that provide increased learning time.</p>	<p>Classrooms will have scheduled, protected literacy blocks to ensure all students have the required ninety minutes of instruction. The daily schedule will increase by thirty minutes, because of a planned change in the morning routine.</p>	<p>July 2011</p>	<p>Building Principal, Literacy and Math Directors, teaching staff</p>
<p>Provide ongoing mechanisms for family and community engagement.</p>	<p>LEA will be holding a minimum of four parent forums during the 2011-2012 school year. New administration will be establishing Site Councils on each campus. Establishment of a volunteer program by the Community Coordinator, as well as, training for parents for a better understanding of how they can assist teachers. The Community Coordinator will oversee the parent liaisons to plan scheduled parent academic nights with the aid of classrooms teachers.</p>	<p>Start July 2011 and continue quarterly throughout the school year</p>	<p>Community coordinator, building principal, liaisons, and classroom teachers</p>
<p>The LEA will provide operating stability and sustained support by allowing flexibility in</p>	<p>The LEA will support the SIG Turnaround Principal in identifying and removing staff who do not improve student achievement and/or are unwilling to follow through with receiving further training and instruction. The LEA District Leadership Team has developed the calendar for the 2011-2012 school year to implement the changes needed to increase</p>	<p>Ongoing from May 2011 to the end of the school year</p>	<p>SIG Turnaround Principal, SIG Coordinator and Business Manager</p>

<p>staffing, calendars, time and budgeting to fully implement the SIG plans for maximum student achievement benefit.</p>	<p>student achievement.</p>		
<p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	<p>The LEA will be providing intensive oversight over the local school. The SIG Coordinator will be directly involved in the oversight and technical assistance to make sure that the school progresses. If the progress that is desired is not being achieved the LEA will: Convene the school transformation team together (current SIG team). They will analyze the barriers that are preventing the success of the plan. They will make recommendations for change to the plan. An action plan will be put in place that will drive the change needed. These changes will be overseen by the SIG Coordinator and building principal.</p> <p>The LEA will also involve SFA and T4S training personnel to assist in the development of a new action plan. The LEA will assist with communication and support for the school site through the leadership team. The leadership academy, which will be held in July, will provide information on policies, practices and procedures, as well as relevant professional development, for the new leaders.</p>	<p>The individual processes will be evaluated monthly to assist in creating change faster. Reports will be provided by the SIG Coordinator to the LEA to verify and support the school changes.</p>	<p>SIG Coordinator, Building Principal, District Curriculum Director and Superintendent</p>
<p>Implement a school wide “Response to Intervention” model.</p>	<p>The PLC training will help to enlighten teachers with the RTI process as well as, the <i>Success for All</i> program. The building principals, coaches, and teachers will work together to put into practice an RTI model (in SFA) that benefits all students. “An ongoing process of using student performance and other data to guide instructional and intervention decisions” will be used in “the practice of</p>	<p>2011-2012 school year</p>	<p>SIG Coordinator, Building Principal, teachers, Behavior Coach, Literacy and Math Directors</p>

	providing high-quality instruction and intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions”.		
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E.4 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		
Sanders Middle School	X			In the 2010-2011 SY, the LEA purchased a reading intervention program to increase reading scores. One full time Reading Specialist is provided. In 2011-2012, Read Naturally training will be on-going, proposed math intervention (TBD bid) will be purchased and training will be provided. Funding for the above is provided by Title I and M&O.	2010-2011 and on-going

E.5 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	Increase of 15% of students meeting and exceeding on AIMS test	SMS 6th grade E 1% - 16% M 50% - 65% A 38% - 23% FFB 10% - 0% 7th grade E 0% - 15% M 47% -62%	<ul style="list-style-type: none"> Galileo Benchmark testing will take place three times per year per grade level. Common formative assessments will take place at each grade level based on the grade level pacing guide. These assessments 	Galileo Benchmark testing (3) <ul style="list-style-type: none"> First benchmark in August Second 	Principal

		<p>A 29% - 14% FFB 24% - 9% 8th grade E 3% -18% M 63% -78% A 27% - 12% FFB 8% - 0%</p> <p>VHS 2012 cohort E 0% - 15% M 53% - 68% A 34% - 19% FFB 13% - 0%</p> <p>2011 cohort E 0% - 15% M 22% - 37% A 68% - 55% FFB 11% - 0%</p> <p>2010 cohort E 0% - 15% M 24% - 39% A 65% - 50% FFB 12% - 0%</p>	<p>will be developed by the PLC teams in their grade level meetings. Because it is <u>common</u>, all teachers will use the same assessment.</p>	<p>Benchmark in November</p> <ul style="list-style-type: none"> • Third benchmark in March prior to AIMS 	
Math	Increase of 15% of students meeting and exceeding on AIMS test	<p>SMS 6th grade E 0% - 15% M 14% - 29% A 35% - 20%</p>	<ul style="list-style-type: none"> • Galileo Benchmark testing will take place three times per year per grade level. 	<p>Galileo Benchmark testing (3)</p> <ul style="list-style-type: none"> • First 	Principal

		<p>FFB 51% 36%</p> <p>7th grade E 0% -15% M 22% - 37% A 20% - 5% FFB 58% 43%</p> <p>8th grade E 9% - 24% M 30% - 45% A 10% - 0% FFB 51% 36%</p> <p>VHS 2012 cohort E 3% - 18% M 33% - 48% A 9% - 0% FFB 55% 40%</p> <p>2011 cohort E 0% - 15% M 10% - 25% A 34% - 19% FFB 56% 41%</p> <p>2010 cohort E 0% - 15% M 14% - 29%</p>	<ul style="list-style-type: none"> • Common formative assessments will take place at each grade level based on the grade level pacing guide. These assessments will be developed by the PLC teams in their grade level meetings. Because it is <u>common</u>, all teachers will use the same assessment. • Galileo Benchmark testing will take place three times per year per grade level. • Common formative assessments will take place at each grade level based on the grade level pacing guide. These assessments will be developed by the PLC teams in their grade 	<p>benchmark in August</p> <ul style="list-style-type: none"> • Second Benchmark in November • Third benchmark in March prior to AIMS <p>Galileo Benchmark testing (3)</p> <ul style="list-style-type: none"> • First benchmark in August • Second Benchmark in November 	<p>Principal</p>
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		A 33% - 18% FFB 52% 37%	level meetings. Because it is <u>common</u> , all teachers will use the same assessment.	<ul style="list-style-type: none"> • Third benchmark in March prior to AIMS 	
Graduation Rate	Will increase to 74%	VHS 68% - 74%	Analysis of quarterly grades, benchmark scores, and high school counselor will meet with individual students and assess their graduation needs.	Quarterly	Principal and Counselor

F. BUDGET

F. Using the Budget Excel spreadsheet, provide a budget that indicates the amount of school improvement funds the LEA/charter holder 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/charter holder level, for Tier III schools in the LEA’s application.

An LEA’s budget must cover the period of availability (3 years) 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/charter holder budget as an appendix.**

G. SUSTAINABILITY

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

1. Complete the chart below to show how, over the next five years, the LEA/charter holder will be able to continue or increase its own funding to support the positions/programs generated by the School Improvement Grant (SIG) beyond its duration. Possible funding sources to consider may include: M&O, Title I, II III, IDEA, 21st CCLC, etc. Also, designate in the chart if the program or position is not expected to continue beyond the grant. Examples are provided in the guidance document.

Personnel/Program	Year 1	Year 2	Year 3	Year 4	Year 5
SIG Coordinator (LEA)	100% SIG	100% SIG	100% SIG	Position Eliminated	Position Eliminated
SIG Turnaround (SES) Principal	15% SIG 85% M&O	15% SIG 85% M&O	15% SIG 85% M&O	100% M&O	100% M&O
SIG Community Coordinator (SES)	100% SIG	100% SIG	100% SIG	Position Eliminated	Position Eliminated
2 Instructional Coaches – SES 1 Instructional Coach – SMS	100% SIG	100% SIG Position will be eliminated at SMS. This person will train up teachers to take their place.	1 Instructional Coach Eliminated 1 Instructional Coach 100% M&O at SES Position Eliminated at SMS	1 Instructional Coach Eliminated 1 Instructional Coach 100% M&O at SES Position Eliminated at SMS	1 Instructional Coach Eliminated 1 Instructional Coach 100% M&O at SES Position Eliminated at SMS

1 District Math Director	66% SIG	33% SIG	33% SIG	100% M&O	100% M&O
1 Behavior Coach – SES	100% SIG	100% SIG	100% SIG SES Position Position	Position Eliminated	Position Eliminated
2 Reading Interventionist– SES 2 Math Interventionist– SES 1 Math Interventionist– SMS (NEW POSITION)	100% SIG	100% SIG 100% Title I SMS	50% SIG 50% M&O 100% Title I SMS	100% M&O SES 100% Title I SMS	100% M&O SES 100% Title I SMS
Success for All Program	100% SIG	100% SIG	PD 100% SIG	PD 100 % Title I/Title II	PD 100 % Title I/Title II
Teach for Success	100% SIG	100% SIG	PD 100% SIG	PD 100 % Title I/Title II	PD 100 % Title I/Title II
Write Tools	100% SIG	100% SIG	PD 100% SIG	PD 100 % Title I/Title II	PD 100 % Title I/Title II
PLC Development	100% SIG	75% SIG 25% M&O	50% SIG 50% M&O	100% M&O	100% M&O

2. Describe the rationale for eliminating/maintaining original SIG funded personnel/program identified in the above chart.

- The SIG Coordinator (eliminated) will support the district staff in becoming self-sustaining in the maintenance of high quality instruction, data analysis for instruction in alignment with student achievement, ongoing professional development, continued use of PLC's, and having a improved evaluation system in place for professional growth of teachers and staff.

- The SIG Turnaround Principal (maintained without stipend) will have created and maintained the support structure and infrastructure during the grant period that will be necessary for the continued success of Sanders Elementary School. The staff will have been trained in data walks, PLC's, Atlas Rubicon, Write Tools, Success for All, etc. Best practices and strategies will have been developed in alignment with curriculum. Thus, the stipend will no longer be necessary because the expectations, procedures and support systems will have already been established.
- The SIG Community Coordinator (eliminated) will have created a parent and community program that assures increased parent participation in academic activities. The work of the SIG Community Coordinator will be sustained and implemented by the Parent Liaisons, who will be trained in the best practices for parent and community involvement during the grant period.
- One SIG Instructional Coach (3 eliminated) will continue to maintain support for teachers in best practices, data-driven instruction in classrooms, and behavior management. The coach will also provide the all staff with the training needed to continue with the school district's vision and goals. They will monitor teacher practices and make recommendations for improvement. The positions will require interaction with teachers and students. Please see attachment for updated job descriptions (attachment #11)
- 2 SIG Directors (absorbed) will develop the guiding instructional plan for best practices in math and literacy. These will align with the Continuous School Improvement Plan. They will work directly with the Curriculum Director in the development of curriculum and instructional planning. They will manage all the testing of students and identification of materials used for the RTI program. They will be in charge of purchasing all supplemental materials related to their area. They will oversee and evaluate the Instructional Coaches and Interventionists. They will be providing guidance for and working directly with the Instructional Coaches and Interventionist in the implementation of best practices for both teacher methods and student learning. The directors will provide professional development for staff. These positions will be blended with the coaches as teachers show evidence of using best practices, demonstrate the ability to maintain the instructional learning of students and obtain the instructional goals. As the staff receives the required training to use best practices in the classroom the need for coaches will diminish. These positions will become Director/Coaches positions.
- The Behavior Coach (eliminated at SES) having created the foundation for positive behavior management in the schools, will no longer be needed. Yearly training will be provided for new staff so that the program continues to meet the needs of the students and staff.

- The Reading/Math Interventionist positions will remain at SES and SMS to continue the individualized support for the learning needs of struggling students. There will continue to be new students who enroll in the district who will need extra support. The interventionists will support students in the classroom, for pullout intervention, and for after school tutoring as needed.
- The “Success for All” program (maintained) will be in the third year of implementation as the grant ends. According to research, this program has been successful in many areas with many diverse cultures. Assuming that Sanders Elementary School will make excellent progress and growth with the program, we will continue to train staff and maintain implementation of the program.
- The Teach for Success program (maintained) will be maintained under the assumption that it will meet the needs of our staff in evaluation effectiveness.
- The Write Tools program (maintained) is going to be maintained as the writing program for the Sanders Unified School District. Professional development will be provided for new staff yearly to ensure continued effective implementation of this writing program.
- Professional Learning Communities (maintained) will maintain and continue to cultivate the district’s culture in communication among all Sanders Unified School District staff. New staff will be provided with the professional development that will allow them to become part of the school culture of support, belonging, and collaboration.

3. Describe how the LEA will integrate new staff into the established transformation or turnaround model at the school.

The Superintendent of SUSD is putting into place a Leadership Academy to be held during the summer. This academy will assist in the integration of the leadership staff into the transformation model. The leadership academy is for the new administrators, as well as the returning administrators, and will be held for five days in July. The purpose of the leadership academy will be to address every component of the district’s expectations. A review of mission, vision and goals for the district will take place. The leadership team will discuss upcoming goals for the district, schools, and individuals for the upcoming school year. Professional development for the team will be addressed in math, RTP, literacy and all other curriculum. All leadership members will be provided training by Solution Tree on PLC development in the schools. This will assist in the development of PLC’s within the school and the proper implementation of true PLC’s. During staff hiring, new staff will be informed of the academic standing of the school. At the PLC meeting times during the school year, all staff will

be given reports of the school's progress and celebrate the successes that have taken place. Adherence to the recommendations of the Solution Team will also be reviewed and celebrated as our goals are met.

New staff will be integrated into the transformational model during the new teacher induction and all staff induction that takes place prior to school starting. Principals and coaches will be working with all staff in training for the PLC process. Success for All personnel will be providing training and reinforcement of the model throughout the school year. They will be providing 13 days of training and 13 days of on-site observations and instruction. This on-site training decreases over the years as SUSD personnel become proficient in the process. Currently SUSD has in place a mentoring program developed by ADE Mentor's Academy. These mentors will continue to support the new teachers and be available for teachers seeking guidance throughout the year. Coaches and principals will oversee any new teacher coming into the school system and will bring them up to date on any missed training.

4. Describe how the LEA will ensure that the transfer of knowledge (programmatic, vision, culture, intent, etc.), policies and procedures will survive any change in leadership and or staffing positions.

The School Board will accept the responsibility to ensure that the district and school visions are presented to all staff. Policies and procedures are currently being reviewed by the school board for inconsistencies within the board policies. Using the Professional Development Plan, the district will consistently offer training on all programs in order to maintain their integrity. Follow-through with one consistent program instead of changing every year will bring stability to the culture that will be built. The District Plans, developed by the Math and Literacy Directors, will support the continued use of best practices in our teaching culture. Our desire is to bring consistency into the leadership teams by providing prolonged leadership for Sanders Unified School District.

The SIG will be written into the Continuous School Improvement Plan. This document is reviewed monthly by the LEA. Monitoring of the actions that have taken place will be posted as completed or in process. Items that are not being acted or changed in a timely fashion will be brought to the attention of the SIG Coordinator during the plan time and afterwards the building principals. Ultimately, the building principal will be held accountable to make sure the improvement plans that they write are being followed. Principals and the staff that are involved in writing their Continuous School Improvement Plan will be responsible to share the plan and the steps of implementation.

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 Sanders Unified School District #18 fully and completely assures that it will:

- x Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- x Establish annual goals for student achievement on the State's assessments in both reading and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- If it implements a restart model in a Tier I or Tier II school, it will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- x Report to the SEA the school-level data required under section III of the final requirements

I. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA/charter holder 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/charter holder in the state.

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

will implement the below marked waivers:

“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): _____

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/charter holder 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/charter holder must consult with all relevant stakeholders.

The LEA/charter holder has consulted with the following stakeholders:

<p>Sanders School Board: President Arnold Goodluck, Board Clerk Anita Watchman, Members: Ernest Hubble Jackie Yazzie Jr. Lomardo Aseret</p>	<p>School Improvement Team: Superintendent Mindy Porter, Curriculum Director Dan Hute, Literacy Director Kathleen Flemming, Federal Programs Director Amy Hess, Principal SMS Jami Williams, Business Manager Mei Bigelow Teachers: Danelle Anderson Lucinda Bohnas</p>	<p>District Leadership Team: Mindy Porter Dan Hute Amy Hess Kathleen Flemming Jami Williams Kevin Cashatt Victor Caballero Roy Danny Lydia Hill Jones Joe Mei Bigelow</p>
<p>ADE: Paul Fulginiti Teri Regan John Cortez</p>	<p>Community/Parents/Teachers/ Students: The needs assessment survey encompassed all of the above for input regarding school improvement.</p>	<p>School Improvement Model meetings with faculty: Faculty and staff of Sanders Elementary School</p>

K. Pre-Implementation: The LEA/charter holder *may* use SIG funds towards early implementation activities that will increase probability of strong implementation of the model at the start of the 2011-2012 school year.

K. Early Implementation Action Plan (Optional)

If LEA chooses to conduct Early Implementation activities, complete your action plan below for each component.

**There is not a penalty to LEAs that choose not to conduct Early Implementation activities on the Rubric Scoring.

Staffing

Action Steps	Person(s) Responsible	Timeline	Budget	Evaluation
Tier 1 – SES Advertise and hire for SIG Turnaround Principal, SIG Coordinator, SIG Community Coordinator, SIG Behavioral Coach, SIG Directors, SIG Instructional Coaches and SIG Interventionist openings	SIG Committee	On or before July 1, 2011	\$670,000. + benefits of \$144,720 for a total of: \$814,720	All positions are filled with highly qualified/effective candidates
Laptops For SIG Turnaround Principal , SIG Coordinator, SIG Community Coordinator, SIG Behavioral Coach, SIG Coaches/Interventionist	Technology/Business Manager	June 2011	\$9,000	Data Work is processed and shared with SIG Committee
Tier 3 – SMS 1 SIG Coaches and 1 Interventionist	SIG Committee	On or before July 1, 2011	\$105,000. + benefits of \$22,680 for a total of: \$127,680.00	All positions are filled with highly qualified/effective candidates
6 Printers	Technology	June 2011	\$4,800	Data Work is processed and shared with SIG Committee

Instructional Programs and Curriculum Alignment

Action Steps	Person(s) Responsible	Timeline	Budget	Evaluation

Professional Development and Support

Action Steps	Person(s) Responsible	Timeline	Budget	Evaluation

Assessment Systems and Accountability Measures

Action Steps	Person(s) Responsible	Timeline	Budget	Evaluation

Rigorous Review of External Providers

Action Steps	Person(s) Responsible	Timeline	Budget	Evaluation

Culture and Climate

Action Steps	Person(s) Responsible	Timeline	Budget	Evaluation

Family and Community Engagement

Action Steps	Person(s) Responsible	Timeline	Budget	Evaluation

STEP 2: COMPLETE PLANNING TEMPLATE ON ALEAT

L. The LEA/charter holder 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

M. The LEA/charter holder must complete the budget information on ADE's Grant Management System.