

East Valley High School SIG Application's Supplemental Information

Please use this form to complete the needed supplemental information and send back through SIG.Application@azed.gov inbox. Please attach a revised budget with submission. Thank you.

1st Request for Supplemental Information: June 1, 2010

LEA 1st Answers are in black text.

2nd Request for Supplemental Information: June 7, 2010

Please note: Some of the original questions did not seem to be answered in detail, and some of the budget revisions created more questions.

→ The questions the evaluation team did not feel were fully addressed are highlighted.

→ The additional questions or clarifications to the questions are in blue.

LEA 2nd responses to specific items are highlighted by using **BOLD-FACED, RED, 14 PT FONT**, either in the column where asked, or in the adjacent column to the right.

Final Scores and comments are in **Green**: June 10, 2010

Application is approved pending evaluation of Final Budget.

LEA needs to complete ALEAT Template by Monday June 14th.

A. Analysis of School Needs Section Initial Score: 29/30

Final Section Score: 29/30

<p>1. Please provide additional analysis of the sharp spike in the drop-out rate for Hispanic students. - What needs are identified based on this data?</p> <p>2. How are the needs of at-risk minority students addressed? How are the needs of at-risk minority students addressed Instructionally?</p>	<p>Pg 7 – graph</p> <p>Pg 42 - School Barrier</p>	<p>LEA Response: It is the LEA conclusion that factors outside of the school's control contributed to the increased drop-out rate. Because of political events in Arizona, undocumented persons moved out of state, often out of country, leaving no indication of where they were moving. Anecdotal evidence indicates that economic conditions were a factor resulting in high school students working to help their families financially. Some parents placed greater value on immediate needs versus the long term benefit of education for their child. In other situations, students were kept from school to provide child care for younger siblings while their parent was at work. The identified needs for this is to a) establish community support with groups that serve and understand the cultural needs of the Hispanic community; b) enhance and strengthen school to home communication to more effectively address long-term issues of education; c) improve the fidelity of the</p>
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		<p>ELL program; d) the RtI model will serve as the basis for driving instructional decisions to differentiate instruction in the classroom setting for all students, including the at-risk minority learners. This will be monitored and supported by the SIG Coordinator, coaches and the principal.</p> <p>Outside of academic assessment, the needs of at-risk minority students are addressed on an individual basis. Actions the school has taken include changing the student's schedule to accommodate the parent's work schedule, having bi-lingual speaker contact the parents and participate in school/parent meetings, transporting students from work site to school, providing opportunities to attend minority student conferences, helping apply for college scholarships, providing a role model teacher participate with students.</p>
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B.1 Analysis of LEA Capacity

Section Initial Score: 66/75

Final Section Score: 70/75

<p>1. Sustainable comprehensive school-wide reform requires shared leadership among all stakeholder groups. Please provide additional information related to examples of multiple shared leadership opportunities for parents, teachers, and students.</p> <p>2. Please provide clarification related to how the teacher evaluation is directly tied to professional development. Specifically include -</p> <ul style="list-style-type: none"> - How will teachers be trained in the EEI components (for the evaluation)? <p>Meaning -</p> <ul style="list-style-type: none"> ▪ Who will be providing 	<p>Pg 22 & 23</p>	<p>LEA Response:</p> <p>1. Shared leadership and decision making will be a primary component of East Valley High School's collaborative culture. It will allow all members of the school community to play a role in determining the direction of the school and in understanding the impetus for change. East Valley's shared leadership plan means many more people than the administrators will have the information and the power to make decisions and enact changes. Instead, teams will make decisions by consensus after all participants have voiced their opinions and support for the change. The operational structure will allow more people to lead and to participate in making decisions at all levels.</p> <p>The LEA will form teams and give them significant responsibility, schedule regular meeting times, improve methods of communication, and find ways to implement shared decisions. The role of the principal will change dramatically. Instead of being the primary decision-maker on all matters, the principal will create opportunities for teachers, parents, and other members of the school community to become leaders and decision makers as they work together to build on the successes and confront the challenges of the school.</p> <p>Teachers will become members of teams and play a substantial role in the change that East Valley High School will undertake. As teachers participate on the school's leadership team, study groups, and academic (discipline-based)</p>
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<p>the EEI Training?</p> <ul style="list-style-type: none"> ▪ What are the tentative dates for the components to be taught to the staff? ▪ How does that fit into the overall PD calendar? <p>- How will the teacher evaluations be tied to determining PD? (school-wide, individual, etc)</p> <p>3. There is evidence in the plan to support the use of data to make dramatic changes in district structures, culture, policies and process; please supply additional information regarding the systems for gathering a variety of data to inform decisions. Specifically address how data will be collected in these areas -</p> <ul style="list-style-type: none"> - Comprehensive student assessment data aligned to standards (other than A+) to include formative, summative, benchmark, and progress monitoring. <p>Meaning -</p> <ul style="list-style-type: none"> ▪ How are the various assessments 	<p>Pg 28 & 29</p> <p>teams, they will be able to influence the school's direction and make decisions about the school's curriculum, teaching priorities, hiring, and budget. Teachers will have a genuine part in making decisions and implementing changes, and in turn, they will become more committed to the reform efforts. Because East Valley High School is creating a new collaborative culture, reform will not be imposed upon teachers but created by them.</p> <p>Parents and other community members also have a stake in the shared leadership of the school. Led by the site-based leadership team, East Valley High School will make it possible for those outside of the school to participate in school reform. For example, the school will request feedback from parents on the challenges that affect students and the family-school connection, and parents may join a study group. There will be an expectation that parents and community members have the responsibility to work closely with the school to understand its composition and its needs.</p> <p>2. The Essential Elements of Instruction model will guide teachers in their long and short term planning efforts, thus professional development workshops will be implemented prior to the beginning of the school year and be spread out over time. The SIG Coordinator (consultant), who has extensive expertise in E.E.I. training, will conduct the entire professional development process throughout the school year during designated staff development days. The process will begin with a two-day workshop during teacher-inservice week in August, where teachers will be introduced to the basic components of E.E.I. and how those components will be evaluated on summative and walk-through observations. Follow-up training will consist of more in-depth comprehension and utilization of the E.E.I. model and take place each month throughout the year. . . .</p> <p>The summative teacher evaluation and walk-through observations will reflect progress towards E.E.I., thus those instruments will be introduced to teachers during the initial training session. In order to best understand how to teach using the model, a collaborative approach will be utilized in workshops so groups of teachers can brainstorm ideas together.</p> <p>Following walk-through observations, the principal and leadership team will provide immediate feedback and coaching tips, and allow for reflective practice. During follow-up workshops, commonalities and indicators based upon the teacher evaluations will drive the agendas.</p> <p>3. The Response to Intervention (RtI) model will be used to increase student success in both academics and behavior. Based-upon the model, all students will receive high quality, culturally responsive core instruction that is differentiated for student need and aligned with the Arizona State Standards. This core instruction refers to both academic areas and behavioral norms that are explicitly taught and expected of all students. Instruction is directly shaped by the academic standards, the district curriculum, and the effective use of formative, summative, and benchmark assessments utilizing the Arizona Department of Education's STEEP (System to Enhance Educational</p>
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<p>nts for a comprehensive assessment system going to be developed?</p> <ul style="list-style-type: none"> ▪ How will the data be tracked? ▪ Who is in charge of administering the assessments? <ul style="list-style-type: none"> ○ ie – Teachers? Data Specialist? ▪ Who is in charge of the Analysis & Reports? ▪ What does the assessment calendar look like? <p>- Please elaborate on " e) includes assessment tools"</p> <ul style="list-style-type: none"> ▪ Is there a bank of questions directly related to AZ Standards and PO's? ▪ Is there 	<p>Performance)program (http://www.isteep.com/arizonarti/). Assessment materials, including data tracking, will be purchased from STEEP, and a data coach will create an assessment calendar, monitor assessments, provide assessment reports and analysis, and coordinate data discussion. Teachers will use data in a collaborative process to determine how to deliver interventions for groups of students who need additional support; or determine whether individual interventions would be most appropriate. Students who are not meeting benchmarks will continue to access core instruction in addition to the small group or individual interventions designed to increase skills in a particular area of need. Students who are meeting benchmarks will continue to receive core instruction and their progress will continue to be monitored within a balanced assessment system that includes formative, benchmark, and summative assessments. For students who are exceeding benchmarks, opportunities for enrichment or acceleration will be designed and delivered in addition to a high quality core curriculum. As with students who are not meeting benchmarks, students who are exceeding benchmarks will have increased monitoring of progress and collaboration between educators in order to determine the effectiveness of the additional challenge for an individual student's learning.</p> <p>The results of an intervention or challenge will also be monitored for effectiveness. As the intensity of the intervention or challenge increases, so does the frequency of progress monitoring. Likewise, collaboration will increase to coordinate resources and support for the student.</p> <p>The RtI process (high-quality instruction, continuous review of student progress using multiple measures, and collaboration) will be the foundation for East Valley High School's continuous practice of data-based decision-making that is focused on increasing student success. The entire community of learners (parents, community members, students, and staff) will provide feedback via monthly site-based leadership team meetings and end-of-year surveys. Because RtI and EEI both rely upon quality instruction, the results of data gathered from student assessments and walk-through observations will be used to formulate professional development throughout the school year.</p> <p>This is in response to the request for elaboration on the Spiral Universe assessment system:</p> <p>Spiral Assessments module includes tools to create tests and exams of any complexity, administer them online or offline, capture or enter and analyze results instantaneously, and generate reports of various types.</p> <p>Key Features:</p> <ul style="list-style-type: none"> • Tests and exams may be created using a variety of different items (question types) and organized into several sections if necessary. Instructions may be
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versatility in creating assessments
- multiple question bank, teacher selection options, etc.?

- Community and parent input and feedback
- Student and staff input and feedback
- Data to drive PD

added to each section and to the entire test or exam. Authors can set the date and time when tests or exams become available to teachers and students.

- **Authors can create, store and manage items, tests and exams in their private folders, or share them within a school, across multiple schools or globally. Items and assignments are organized by knowledge domain, subject, and may be searched by keywords or descriptions.**
- **Items can be mapped to custom or state/country standards (performance objectives). Teachers and administrators can analyze progress of students in relation to each performance objective using data from multiple assessments.**
- **Students can receive immediate feedback based on their responses and have access to their results in real time through the Schoolwork module.**
- **The results of a test or an exam can be analyzed instantaneously in many different ways: by grade, by student, by section, by question, or by performance objective (standard). Various preset graphs and charts can be displayed including the distribution of scores. In addition, various reports can be automatically generated in the Reports module in PDF and other formats.**

Assessment materials will be purchased from Spiral Universe and tracked, analyzed, and included on the overall assessment calendar by the data coach. The data coach coordinate alignment of assessments with the RtI assessment program (STEEP) to ensure non-duplication between systems.

**More information can be found on the Spiral Universe website:
<http://www.spiraluniverse.com/features/assessments.html>**

Please explain how will these assessments will be created, administered, tracked, analyzed, and fit into an overall assessment

calendar? Please include timelines and responsible parties.		
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B.2 Analysis of LEA Commitment Section Initial Score: 34/35 **Final Section Score: 34/35**

<p>1. Please provide additional information related to the general groups of stakeholder representatives that will be involved in the decision-making process. (ie: Parents, community members, teachers, students, etc)</p>	Pg 31 & 32	<p>LEA Response: Stakeholder representatives that will be involved in school decision-making processes include teachers, students, parents and school community partners.</p>
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C. Root Causes Section Initial Score: 36/40 **Final Section Score: 38/40**

<p>1. Please provide more of a detailed description of how student learning needs of diverse populations will be improved.</p>	Pg 44	<p>LEA Response: A primary goal of the reform efforts at East Valley High School will be to create true twenty-first century classrooms that will challenge the traditional, teacher-centered curriculum of the past. If successful, we will meet the increasingly diverse needs of students and make the required increases in achievement gains. With educators, problems occur when teaching styles conflict with students' learning styles, often resulting in limited learning or no learning. Our plan is to build capacity throughout the school where we can offer a learner-centered approach as a model for countering classroom challenges and, in turn, meet diverse needs. Learner-centered classrooms place students at the center of classroom organization and respect their learning needs, strategies, and styles. In learner-centered classrooms, students can be observed working individually or in pairs and small groups on distinct tasks and projects. The transition from teaching the entire group to meeting individual learner needs involves extensive planning, quality professional development, and excellent leadership. The “one teaching and learning approach fits all” premise is not working for a growing</p>
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	<p>number of student populations at East Valley High School, and has prompted the LEA to examine what is required to move from a teacher-centered to a learner-centered approach. Two essential factors for a learner-centered approach to education require a strong focus to be placed upon the characteristics of the learner and the teaching practices of the faculty. Moving to a learner-centered approach will be a major paradigm shift at East Valley High School, thus the proposed model will help facilitate the positive change that should occur.</p>
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D. Schools to be Served Section Initial Score: 15/15
No questions

Final Section Score: 15/15

E. LEA's Accountability Section Initial Score: 28/35

Final Section Score: 32/35

<ol style="list-style-type: none"> 1. Please clarify the statement under the math goal related to the use of a reading intervention program. 2. Although the plan requires weekly progress monitoring, please provide additional information related to intermediate benchmarks and on-going monitoring of program effectiveness. 3. Please provide additional information related to how performance stipends will be determined in relation to achieving goals. 4. Even though the AZ State Board for Charter Schools will revoke the charter if progress is not achieved in 2 years, what is the LEA's on-going technical assistance plan if the school is not making progress? 	<p>Pg 47</p>	<p><u>LEA Response:</u></p> <p>1. The statement under the math goal is an editing error. The correct goal should read:</p> <p>By the end of 2010-11, 75% of all 10th grade students will pass Math AIMS in Spring of 2011.</p> <p>By the end of 2011-12, 85% of all 10th grade students will pass Math AIMS in spring of 2012.</p> <p>By the end of 2012-13, 100% of all 10th grade students will pass Math AIMS in spring of 2013. (Note: 100% by 2013 is an AZ State goal)</p>
<p>Meaning –</p> <p>What steps will the LEA do to intervene if the school is not making progress?</p> <ul style="list-style-type: none"> ▪ Provide leadership support/ training? If so provide a detailed plan. ▪ Provide improvement plans for teachers & 	<p>Pg 48</p>	<p>2. The RtI process (high-quality instruction, continuous review of student progress using multiple measures, and collaboration) will be the foundation for East Valley High School's continuous practice of data-based decision-making that is focused on increasing student success. The school will contract with a service provider that is experienced in the implementation of RtI practices and process that includes weekly progress monitoring and 3 times yearly benchmark testing. Teachers will use data in a collaborative process to determine how to deliver interventions for groups of students who need additional support; or determine</p>

leadership? If so provide details.

- Evaluate and change (if needed) persons providing PD? If so provide details.
- What other assistance will the LEA provide that is aligned to the needs of the school.

Please address - cycle of plan and program evaluations (interim and end-of year), use of data, on-site monitoring of implementation, leadership support/ training, targeted PD, and other assistance aligned to the needs of the school.

Additional Question based on added info that the school will contract for RTI services:

5. Please explain the selection process for outside consultants - including expectations, timelines, roles and responsibilities, as well as explicit and measurable interim and final outcomes.

whether individual interventions would be most appropriate. Students who are not meeting benchmarks will continue to access core instruction in addition to the small group or individual interventions designed to increase skills in a particular area of need. Students who are meeting benchmarks will continue to receive core instruction and their progress will continue to be monitored within a balanced assessment system that includes formative, benchmark, and summative assessments. Leadership will ensure that teachers have periodic time scheduled for data-based collaborative meetings and professional development targeted to teacher needs.

3. Performance stipends are based upon the achievement of reaching specific goals. They may more accurately be described as performance bonuses. The actual goals will be determined by the principal and SI coach and the employee based on the requirements of the job. This will be done prior to the start of each school year. The goals will relate directly to achieving the school improvement goals. Achievement of a goal could be measured based, for example, on a survey (i.e. parent survey or staff PD survey), on data (i.e. benchmark test scores, attendance rate) or on completion of a specific task (i.e. completion of curriculum map). Performance stipends will be paid quarterly.

4. The school will develop a Performance Management Plan that lists goals in each area that is underachieving. This Plan will include action steps and timelines along with person responsible. The Plan will be completed by September 1, 2010 for immediate implementation and is for a two-year time period. Quarterly progress reports made to the State Board for Charter Schools will track progress to date, obstacles to progress and/or changes or modifications to the Plan. A yearly comprehensive evaluation will determine fidelity of implementation and overall achievement progress.

The use of data is integral to program evaluation. Data will be used to drive instruction. On-site monitoring of the

	<p>performance management plan will determine fidelity of implementation. The results of data as well as of the monitoring will determine professional development. Other needs will be identified and assistance provided based on the evaluation of the need.</p> <p>During the school year, the LEA will have ongoing, in-house monitoring by the SIG Coordinator to ensure that all components of the School Improvement Grant are implemented successfully. If during the monitoring process it has been determined that adequate progress is not being made, the LEA will provide additional support via principal and/or teacher improvement plans that may include additional training, more hours of direct support by the SIG Coordinator, and professional development opportunities that are targeted based upon deficiencies. Ultimately, the LEA may be required to immediately revoke the contracts of personnel who are deficient and impeding the progress of the SIG plan. If the professional development workshops have been ineffective, new providers will be contracted.</p> <p>Question #5:</p>
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F. Budget Section Initial Score: 16/20

Final Section Score will be: 18/20 only after Final Budget is submitted with budget cuts outlined below:

1. **Cut 1.0 FTE Academic Coach & adjust employee benefits to reflect reduction of position**
2. **Cut 1.0 FTE Instructional Interventionist & adjust employee benefits to reflect reduction of position**
3. **Cut 1.0 FTE Parent Engagement Specialist to a 0.5 FTE position & adjust employee benefits to reflect reduction of position**
4. **Cut \$2,000 registration fee for AZ Charter Schools Conference**
5. **Cut \$24,300 The Principal’s Office Services**
6. **Cut \$10,000 “Contracted partnership to provide identification of need-based support services to student”**
7. **Reduce Line Item 1000–6600 Instruction Supplies to \$ 25,000 (LEA to determine which supplies to reduce or eliminate.)**
 → Change line item description to match items to total \$25,000.
8. **Reduce laptop computers to 2 laptops (1 for data coach, 1 for academic coach).**

Rationale for requested budget cuts:

1. **Number of students and teaching staff does not support the need for 2 academic coaches and a data coach.**
2. **Instructional Interventionist job description submitted by the LEA reflected similar duties as the Data Coach and the Academic Coaches**
3. **Number of students does not support the need for 1.0 FTE Parent Engagement Specialist. Please consider partnering with the elementary school to make this a full time position (0.5 HS & 0.5 Elem). This would create continuity with the families as students progress through the grades.**
4. **Not a requirement of the Turnaround Model**
5. **Information provided by the LEA did not clarify the scope of the services contracted; thus no evaluation could be made that this training supported a research-based instructional program as required by the Turnaround Model.**
6. **Information provided by the LEA indicated that this “need-based support” was purchased A+ software, which was already a line item in the budget.**
7. **LEA’s response did not outline the specific titles to be purchased and the number of students does not seem to support the need for 50 titles as well as additional instructional material.**
8. **LEA’s response did not clearly indicate the link between increasing student achievement and providing laptops for specialists.**

<p>1. As an expectation related to the allocation for resources for additional staff to completely implement the Turnaround Model, please provide job descriptions for the additional staff indicated in your budget –</p> <ul style="list-style-type: none"> - Academic Coaches - Data Coach - Parent Engagement Specialist - Data Entry Specialist <p>Please provide additional clarity related to job descriptions. Please provide qualifications and requirements and tie all</p>	<p>Budget Line Items Detail Description</p> <p>Pg 40 Pg 40 & 43</p>	<p><u>LEA Response:</u></p> <p>1. See Addendum</p>
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<p>positions to student achievement. Please see additional notes on the addendum.</p> <p>Clarified descriptions are now included in the addendum.</p> <p>There is a 1.0 FTE Instructional Interventionist in the budget. Please provide a job description, qualifications and requirements.</p> <p>Please see addendum</p> <p>2. Additionally, several positions were referenced within the text of the grant, please clarify these positions as they did not seem to appear in the budget.</p> <ul style="list-style-type: none"> - Curriculum Coach (pg 40) (pg 24 & 41) → If the Curriculum Coach position is not in the budget, how will the school achieve the needed aligned curriculum, curriculum mapping, pacing guides, and monitor implementation of the curriculum? <p>The SIG Coordinator, who has extensive experience in the area of curriculum, will work with the data coaches, interventionist, and principal to ensure that the curriculum is aligned to the Arizona State Standards, and curriculum maps/pacing guides will be utilized. The SIG Coordinator will be responsible to monitor the implementation of the curriculum.</p> <ul style="list-style-type: none"> - Technology Specialist (pg 40 & 43) 	<p>Budget Line Items Detail Description</p> <p>Budget Line Items Detail Description</p> <p>Budget Line Items Detail Description</p>	<p>2. The positions that were identified as needed for the school to implement the turnaround strategies are:</p> <ul style="list-style-type: none"> - Intervention Specialist - Academic Coach (2) - Data Coach/Technology Specialist - Parent Engagement Specialist - Data Entry Specialist <p>References to other positions referenced in the text of the grant have been edited to align with the budget request.</p> <p>3. The budget has been adjusted to provide stipends to teachers working in high needs schools. Stipends for coaches are performance based tied to specific school improvement goals.</p> <p>4. The budget has been adjusted to support improvement of instructional opportunities for teachers.</p> <p>5. Performance based teacher stipends have been eliminated in the revised budget. All other notes have been addressed/corrected in the budget.</p>
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3. Please provide additional information related to the salary decisions (\$40,000 for coaches, and no salary stipend for teachers working at high needs schools). The review team did not consider this “extensive funding for recruitment.”
4. Please provide additional information related to the “administrators” to attend targeted PD. Funding needs to support improvement of instructional opportunities. Having PD as a priority item is vital, yet based on the allocations for this targeted PD, only one or two “administrators “ will be attending. The team felt that teachers would benefit from attending these PD opportunities first-hand, as these are not trainer-of-trainer events.
5. Please provide more cost detail to the Yr 1 Line Item Detail Budget.

Examples of Insufficient Cost Detail:

- **INSTRUCTION – Salaries**
 “Performance Based teacher Stipends” –

Performance-based stipends have been reinserted on Line 1: 10.0 FTE at \$2,000 for a total of \$20,000

for how many teachers? What is the criteria/basis for awarding stipends? These must be identified in the Application narrative. Also, it is not clear if the stipends are for existing positions or new individuals they intend to recruit to bring additional expertise into a “high needs” school. If for existing staff, this may be viewed simply as a salary increase and not appropriate for use of SIG \$\$\$\$. If for retention of highly qualified, that is a different consideration, but the LEA made no reference to retention here.

There is a contradiction as to the performance stipends – An explanation was added in section E, #3; yet in sec F, #5, it appears as if they are

Please adjust budget spreadsheet directly as needed.

Budget Line Items

	Detail Description	
<p>eliminated from the budget. Financial Incentives are required in the Turnaround Model. Performance-based stipends are an allowable budget item.</p> <p>Please consider your original intent and the needs you were addressing when they were put in the budget originally.</p> <p>Performance-based stipends have been reinserted on Line 1: 10.0 FTE at \$2,000 for a total of \$20,000</p> <ul style="list-style-type: none"> The detail for <i>Substitute Teachers to enable teacher collaborative time 30 days for 5 teachers @ \$100/day = \$3,000</i> isn't clear. Either total amount should change or the number of days need to change ($30 \times 5 \times 100 = \\$15,000$). Please revise. <p>The substitute Teacher line item still needs to be clarified - It now reads \$3,600.</p> <p>How many days and how many teachers?</p> <p>All subs are contracted non-employees. The school pays an average of \$100 per day depending of if it goes through an agency or from school-based lists.</p> <p>Quarterly school PD 4- 1/2 days per school year X 10 teachers = 20 sub days @ \$100/day = \$2,000</p> <p>ADE sponsored training 2 days X 6 teachers = 12 sub days @ \$100/day = \$1,200 1 day X 4 teachers = 4 sub days @ \$100/day = \$400</p>		<p>Please adjust budget spreadsheet directly as needed.</p>

total is \$3,600 for subs (36 sub days X \$100).

- Please ensure that the total amount budgeted under the INSTRUCTION – Salaries line item matches the subcategories. The line item detail currently adds up to \$165,000 while \$162,000 is listed in the budget column.
- **INSTRUCTION – Purchased Professional Services – additional info needed** as to how many teachers and whether the training is mandatory; Additional descriptive info about the more “non-descript” PD titles (e.g., A+ training = \$1,500, Classroom Management Procedures = \$4,500) as it pertains to improved teaching and increased student learning.

Please provide additional information related to the trainings in the Purchased Professional Services area.

Please include –

- Number of days for A+ training

This is an estimated amount depending on number of people who need to be trained and the amount of follow-up training that is needed

- Explanation of “Principal Office” to be providing contracted PD. Is this an outside resource?

Professional Development provided by “Principal’s Office” has been deleted from the budget. The LEA concurs that other professional development workshops will cover the same material.

Budget Line
Items
Detail
Description

- How are these services above and beyond job duties for the principal?

Professional Development provided by “Principal’s Office” has been deleted from the budget. The LEA concurs that other professional development workshops will cover the same material.

- Specifically related to contracted assessments services provided by “The Principal’s Office” - How is this different from the Data Coach and Data Specialist, A+ training, and RTI trainings?

No longer applicable – “Principal’s Office” will not be used.

- Please provide a PD calendar to demonstrate adequate time for contracted service trainings.

Other than ADE training and Arizona Charter Schools conference, all contracted PD has been eliminated from budget.

- With all contracted PD, Please provide -
- An explanation of the qualifications / selection process

“1.0 Turnaround Principal @ \$50,000” in **SUPPORT SERVICES – Salaries and Employee Benefits.**

LEA Budget under **SUPPORT SERVICES ADMIN – Salaries**

8. This item has been changed to summer of 2011 anticipated conference opportunity.

for PD provider(s);
- expectations,
timelines, roles and
responsibilities, as
well as explicit and
measurable interim
and final outcomes.

Other than ADE training and Arizona Charter Schools conference, all contracted PD has been eliminated from budget.

6. There were several instances where the budgeted expenditures were placed in the incorrect line item. Please verify with the USFR Chart of Account and your Business Office to ensure expenses are placed within the appropriate line item areas. Examples of misplaced expenditures:

- The professional development listed in **INSTRUCTION – Purchased Professional Services** should be listed under **SUPPORT SERVICES – Purchased Professional Services**. Similarly, travel reimbursements for teachers should be under **SUPPORT SERVICES – Other Purchased Services** rather than **INSTRUCTION – Other Purchased Services**.

- What will be the duties of Instructional Interventionist? If this position works directly with students then this should be moved to **INSTRUCTION – Salaries**.

Please provide detailed job description and qualification requirements for the Instructional Interventionist.

A detailed job description is in the addendum.

- What are the duties of the Academic Coaches and Data Coach? If they coach teachers, these positions belong in **SUPPORT SERVICES – Salaries**.

9. The basis for the stipend is for compensation for the required added time used in accountability, monitoring, reporting and work load associated with implementation of the SIG. If this is not an allowable expense, then that will be removed from the budget.

10. This is for a contracted consultant at an annual amount of 500 hours @ \$100/hr.

11. With the focus on data driven decision making, the newly hired turnaround staff will need to have access to technology equipment that will provide the tools needed to adequately perform their job. Six new positions have been requested and the 6 laptop computers are for use in those positions.

- “Targeted professional development for administrators” should be moved from **SUPPORT SERVICES – Purchased Professional Services** to **SUPPORT SERVICES ADMIN – Purchased Professional Services**. Similarly “Travel reimbursement (per diem, lodging, mileage) for administrators” should be moved from **SUPPORT SERVICES** to **SUPPORT SERVICES ADMIN – Other Purchased Services**.
- “Turnaround Principal Stipend @ \$20,000” and “1.0 FTE Parent Engagement Specialist @ \$50,000” should be moved from **SUPPORT SERVICES - Salaries and Employee Benefits** to **SUPPORT SERVICES ADMIN – Salaries and Employee Benefits**.
- **SUPPORT SERVICES – Other Purchased Services - What is “Success Center/Spiral Universe student management software = \$8,140?”** This line item needs *considerably greater descriptive info*. Is the intent to purchase student assessment (success?) management **services**, or to purchase computer based management **software**? If it is software, then please move to **SUPPORT SERVICES ADMIN – Supplies**.

The revised budget references Spiral Universe as a “student data gathering software.” Please explain in more detail by attaching information from the company outlining how the system collects student data (ie: students take assessments on the system with its programs) – or if it is only a warehouse for data. Also explain if this is an annual service fee or one time purchase for the software and if training is included.

The following information was gathered from Don Houde and Larry

Lindain at ADE's IT department, and also with IDEAL, in order to make Spiral Universe comprehensive and seamless, as well as cost effective.

Question: Would the school need to invest in a program such as Galileo, or would SU be used for test generation, etc.?

Answer from ADE: No need for Galileo – most likely will have Acuity from McGraw Hill incorporated into it (finalizing that partnership on Friday). Currently already has other test generation functions and released AIMS questions/test bank. Regardless of how the assessment is created – within the question builder tool in Assessment module of Spiral Universe, or with the provided test bank that is aligned to state standards, or with pre-built assessments that we roll out through the system, the Analysis tool will create the same easy to read report on how students are doing based on the State Standards/Performance Objectives, and tie it into other student information, a parent portal, and remediation calendars.

Question: What specifically would be the benefits to the school to use SU/Center in regards to data driven teaching and assessment vs. a combination of others?

Answer from ADE: Incorporates all school information into one

interface that allows teachers to compare test results to attendance to demographics to assignments to course scheduling to Rtl and remediation activities all at the same time, and communicate to parents through a parent portal.

Spiral Universe is customizable so all fields can respond to changing ADE requirements instantly. It is SAIS and AZSafe reporting compliant – others such as HQT are coming.

Professional Development monthly, is included in cost – represents a large savings for the school, and fills an area often unmet by other vendors – conducted by the Association which means you have experts in both education and charters and well as data analysis, who are based in Arizona and who you can hold accountable because you are our members.

Success Center Online’s partnership with Spiral Universe addresses the large “change management” barriers that exists to actually getting data-driven teaching to occur effectively on a regular basis.

Spiral Universe includes the Arizona Growth Model and the “real” growth percentile calculations – get student growth charts in real time, using Interim assessments.

As a one-time fee of \$8,140, it appears to be more cost effective than Galileo. For the cost of Galileo

alone, you get assessment tools, analysis tools, plus SIS plus parent portal plus email, calendar, file storage, assignments, gradebook, immunization records, course schedule management, etc.

Analysis tools in the assessment section are based on research in to what teachers can use most effectively, with easy user interface and links to Rtl a key component. The Association designed it and “kept it simple” to allow for teachers to see results in real time in a way they could quickly see who needs help where and design intervention strategies to meet each students’ need.

7. The Principal’s position should already exist. Whereas a stipend to attract a highly qualified and experienced **new** “Turnaround” Principal to a high needs school may be appropriate, ***the Principal’s base salary is not an allowable use of SIG funds.***

8. Is the expense item for Leading Change Institute during FY2011? Leading Change this summer takes place on June 28 – June 30, 2010 and is before this SIG project will begin. FY2011 SIG monies cannot be used to pay for conferences that took place in FY2010. Please clarify.

The line item now reads “ ADE sponsored summer (2011) Institute.” Please clarify “Leading Change Institute”

Because funding through the grant will not allow payment for the Leading Change Institute for

this summer, the ADE Sponsored Institute is considered a similar institute for next summer (2010-11 fiscal year).

9. What is the basis for The Executive Director and Business Manager stipends (*must be clearly described and justified in the Application narrative*)? If for existing staff, this may be viewed simply as a salary increase and *not* an appropriate use of SIG \$\$\$\$. If for retention of highly qualified, that is a different consideration, but the LEA made no reference to retention here. Generally, requests for salaries and stipends for the Executive Director, Business Manager or other current administrative staff raises the question of “capacity”.

Please remove these stipends or provide additional information on how these duties are above and beyond the LEA’s expected role in running a school and ensuring quality education for all students. Also include a rationale for how these stipends directly impact student achievement.

These stipends have been removed from the budget.

10. **1.0 FTE Contracted School Improvement Coordinator @ \$50,000** – Please add additional information related to the responsibilities of this position that justifies a full-time position in addition to a Turnaround Principal.
11. CAPITAL OUTLAY – **“Laptop computers for specialists and coaches (\$1,500 x 6)”**
This line item needs more descriptive detail as to the specific position and briefly what they intend to use the computers for. Additionally, if these computers are for individuals budgeted at the school, then these computers should

also be budgeted under the **School Site Year 1 Line Item Detail Budget.**

Note: The required Line Item Detail to meet the **basic** criteria is clearly shown in the example budgets that were provided. The LEA should revisit these Guidance documents and revise both the site and LEA budgets accordingly.

Please provide more cost detail to the Yr 1 Line Item Detail Budget:

- "Supplies and workbooks for implementing of reading improvement program" - Are these materials for interventions or for the core Reading Advantage program?

These are supplemental core materials.

- "Classroom and library books, reading, math, science instructional materials" - Are these supplemental core materials?

These are supplemental core materials.

- "A+ software" - Pls consider another descriptor related to graduation requirements and intervention rather than "Credit Recovery".

Students who have not earned

enough high school course credits to graduate with their cohort, or students who are so significantly deficient in high school course credits that they are at-risk for not graduating and/or dropping out of school.

- "A+ software" - pls explain titles/ programs

This is referring to individualized instruction coursework. Current level of academic performance is assessed and a course of study is developed that will help bring that student up to the necessary skill level for high school level course work, or provide an alternative learning method (system, tool) to master AZ academic standards based curriculum (that is the academic "need-based support").

"Contracted partnership to provide identification ..." - pls explain what this is, what "need-based support services to students" is being provided, who will be providing the services, and provide narrative to explain need and how it fits with the SIG goals.

This can be done per student in a class (i.e. the 4th hour Algebra I class all test below the necessary skill set so they each are given an individual course of study that they work on as part of that Algebra I class) or by individual need (i.e. the student stays after school each day and works on the World History I first semester class they failed and need

<p>to re-take -improve graduation rate, prevent drop out, improve learning) The school purchases the titles/programs in packages, but if a student is working at a 4 grade level in math, A+ has a "title" that student can be assigned to work in - it is like an online workbook. The school purchases a variety of different workbooks to meet all the different needs of the students. The software provides the tools and the teacher provides the service. An individualized program of study that addresses the needs of each student independently and is a tool to be used to improve that student's education is part of the SIG goals.</p> <p>In addition to the above recommended considerations, to meet the full criteria for all the points, please descriptively tie budget requests to their application: (e.g., <i>1.0 FTE Behavioral Support Specialist @ \$50,000 to work with high needs students and their families to increase academic performance and improve retention rates.</i>)</p> <p>For clarification on budget item notes #5 – 11 above, please contact CJ Beckstrom: 602-364-2356</p> <p>Additional clarifications needed due to changes in the budget:</p>		
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G. Sustainability Section Initial Score: 6/10

Final Section Score: 10/10

<p>1. Please provide a clear plan for sustaining continuous school improvement. Meaning –</p> <ul style="list-style-type: none"> ▪ Provide details on the specific resources being allocated, the 	Pg 50	<p>LEA Response: The East Valley High School LEA believes that several factors are critical to sustain the reform efforts that will take place:</p> <ol style="list-style-type: none"> 1. Commitment on the part of director, school administrators, educators, parents, and other stakeholders to
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time allotted, and funding to be provided to sustain the school improvement efforts?

- Provide more detail on “other funding sources to be found.”
- Explain what will happen after the SIG 3-years – “reform will continue for 3 years...”
- Demonstrate that the LEA has a thoughtfully addressed other funding sources and resources to sustain progress into a 5 year plan.
- How will the coach positions be funded?

Please include

- How will PD be sustained?
- How will new staff be trained for continuation of programs?
- How will data discussions & collaboration continue among staff?
- What does sustained on-going involvement of stakeholders look like?

2. Please clarify which specific efforts will be sustained in reference to this statement “ and will have additional income source to sustain efforts in continuous school improvement.”

ensure the plan is followed in every detail. Resources will be managed well and **other sources of funding will be found** to support any critical needs.

For example, the LEA will explore e-Rate, Title Funds, and private business grants (eg. Intel Teach to the Future) to aid sustainability.

Stakeholder groups are knowledgeable of their roles in supporting the reform. Teachers will believe that the reform makes an impact on student achievement and are committed to changing their instructional practices.

2. **Resources** will act as a positive force allowing change to happen. Resource management will involve a commitment to the long-term plan that ensures that all resources available to the school are directed towards reform efforts and do not rely on a single source of funding. The cessation of external funding in three years supplied through the School Improvement Grant will not have a negative and impact because the loss of funding will not result in the discontinuation of integral components of the reform efforts. **The integral components that will be sustained are: Spiral Universe and A+ Program (through M & O Funding); teacher data chats (through extended teacher day), Rtl (through building capacity with the staff and internal training); data and academic coaches (through reallocation of staffing funds); hiring high-skilled, highly qualified staff (through partnerships with teacher certification programs, such as the Scottsdale Post-Baccalaureate Teacher Certification Program, and aggressive recruiting at job**

fairs); new staff training (through use of existing staff capacity and internal training); and professional development (through the use of Title funds). Stakeholder involvement will continue through input derived from the monthly site-based team

meetings. The focus on improving student achievement as outlined in the grant will continue, and systemic changes necessary to fully implement the comprehensive school reform, such as the shared leadership structure and professional development activities, will remain.

3. **Amount of time** allotted to implement reform will **continue for three years following completion of the grant.** East Valley High School will be committed to the plan for the **six-year period of time** to avoid the negative effects of changing directions too quickly and not allowing the positive effects of reform to grow strong roots.
4. **Infrastructure** to support reform initiatives will emerge as an integral part of maintaining the systemic change and capacity building at East Valley High School.
5. **Professional development** activities will continue to be aligned with reform goals and student achievement indicators that will result in positive changes to teaching and learning.
6. **Onsite instructional support people (i.e. instructional coaches, academic coaches) will continue to work with teachers to understand and implement reform efforts. Current teacher to student ratios will be reviewed to assess resources needed for additional staff (i.e. coaches).**
7. **Aligning reform efforts** to other initiatives and activities, such as professional development, the school improvement plan, curriculum, and

		<p>performance standards is crucial to sustaining reform effort. All stakeholders will be able to articulate how the initiatives related to successful reforms.</p>
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ADDENDUM

Please provide additional clarity related to job descriptions. Please provide qualifications and requirements and tie all positions to student achievement.

Academic Coach

Job Responsibilities

- Modeling best teaching methods and strategies based on the latest research and data.
- Acting as a resource for strategies and demonstrations for all teachers – in all disciplines
- Assisting with implementing writing strategies specific to and across curriculum areas in the classrooms
- Providing on-going professional development based on the needs of the school through data analysis and teacher's identified areas of need
- Partnering with local universities/community colleges to connect professional development and teacher preparation
- Working with staff to identify students needing additional help
- Identifying effective assessment tools and training teachers on how to use them
- Conducting ongoing observations and providing support to teachers
- Developing targeted assistance for new teachers
- Researching current academic issues, providing teachers with up-to-date research, and maintaining bibliography
- Conducting model lessons, coaching, and observing others
- Collaborating with teachers
- Establishing a relationship with middle schools to promote transition
- Maintaining a weekly schedule/log of activities

Education and Experience

The successful applicant will possess a BA/BS Degree from an accredited college or university (a Master's Degree would be preferred) and appropriate licensure from the Arizona Department of Education. Successful classroom teaching experience is also required.

Is coaching experience required? Experience is desired, but not required. If a specialist is hired without coaching experience, he/she will be trained by a previous Mentor Principal employed by the Arizona Department of Education.

How does this position support the RTI process? The academic coach will work collaboratively with the data coach to ensure a thorough and consistent approach to achieving student success.

Data Coach/Technology Specialist

Will this person be responsible for creating benchmark assessments, assessment calendar, administering assessments, data analysis, reporting, leading data chats with teachers, identifying student level needs and working with the teachers to address these needs instructional and with proper curriculum materials? Yes, all of the above components will be added to the advertised job description.

Is coaching experience or assessment experience required? Coaching experience is desired, but not required. If a specialist is hired without coaching experience, he/she will

be trained by a previous Mentor Principal employed by the Arizona Department of Education. Assessment experience in some role (e.g. team leader, school assessment liaison, etc.) is required.

How does this position support the RTI process? As mentioned in Section B, a **data coach will create an assessment calendar, monitor assessments, provide assessment reports and analysis, and coordinate data discussions.**

Job Responsibilities:

- Builds staff capacity to use a variety of data and information systems to improve student learning.
- Facilitates the design, implementation and use of a variety of formative assessments.
- Assists teachers in acquiring a repertoire of instructional and assessment strategies.
- Participates in continuous training, teaming, networking and planning related to this position.
- Trains and assists teachers in the implementation and use of technology in the classroom.
- Facilitates communication regarding data display and analysis.
- Facilitates and directs the creation of a school Technology Plan.
- Works as a member of a collaborative leadership team

Parent Engagement Specialist

Job Responsibilities:

1. Help the school to develop a family-friendly school climate. This should be done in cooperation with the principal, teachers, parent organization, and other staff.
2. Develop programs and activities designed to engage families in improving student achievement. Plan these in collaboration with site-based team of families, teachers, parent organizations, community partners, and the principal.
3. Help teachers/staff and families develop strong partnerships and enhance communication between parents/families and school staff.
4. Develop and implement effective family involvement strategies and activities to empower students and their families.
5. Take part in opportunities for professional development.
6. Participate in and support school activities and programs for families.
7. Help to recruit partners to become part of East Valley High School's family involvement program.

What are the required outcomes? **Parent Engagement Specialist's primary objective is to significantly improve the daily involvement of the parents, guardians, caregivers, and/or other significant adults of East Valley High School. The Parent Engagement Specialist will utilize the Arizona Parent Information Resource Center (PIRC) and invite the National Network of Partnership Schools to provide a walk-through analysis of needs in order to develop an action plan for success (see <http://www.azpirc.com/nnps.html>) , inclusive of specific outcomes.**

Pls outline direct connection to student achievement with examples of programs and activities to be developed. **The LEA believes that parents are the key to their children's academic achievement. Research shows that when parents are involved, students earn higher grades and test scores, enroll in higher-level programs, are promoted, earn credits, attend regularly, have better social skills and behavior, and graduate and go on to**

higher education (this is true across families of all economic, racial, ethnic, and educational backgrounds).

Using the NNPS action plan, the Parent Engagement Specialist will be involved in team meetings and site-based meetings, and become a liaison with teachers to recognize the important role parents play in the educational success of their students. One of the goals will be to help parents understand the high school graduation requirements and assist them with college planning and preparation for their children. The Parent Engagement Specialist will empower parents with knowledge and information so they will be more confident and better equipped to help their child be successful with their post-secondary high school goals.

How does this position support the student behavior management needs identified by the school? The Parent Engagement Specialist will oversee the NNPS action plan, which includes student behavior management.

Qualifications? (ie - need to be bi-lingual?)

Qualifications

- 1. Bachelor's Degree required, Master's Degree preferred.**
- 2. Minimum of five (5) years experience working in an educational or social service field required, experience working in a charter school setting is preferred.**
- 3. Strong written and oral communication skills, including public speaking skills and listening skills.**
- 4. Strong interpersonal and human relations skills.**
- 5. Ability to develop positive working relationships with, build rapport with, and motivate both co-workers and clients.**
- 6. Cultural competency; appreciation, embracing, and valuing of diversity (bilingual preferred).**
- 7. Strong problem-solving, critical-thinking, and independent decision-making skills**
- 8. Ability to function as a team player and to work collaboratively and cooperatively in a shared-decision-making environment.**
- 9. Capability to function as an independent, self-motivated, and self-reliant self-starter who initiates appropriate actions and strategies and can work successfully without constant direction and close supervision.**

Consider basing this job on a proven parent engagement model – see the PIRC website for resources. The LEA has determined that the PIRC/NNPS model will be incorporated.

Data Entry Specialist **The Data Entry Specialist position has been deleted from the SIG application.**

This position seems to be more of a clerical position rather than a support for academic achievement.

Please explain the student achievement focus by outline job responsibilities that will directly support student achievement.

Please explain how this position builds capacity.

Will this person be inputting student assessment data? Tracking formative & benchmark results? If so, how is that different from the Data Coach?

Will this person be tracking credits and scheduling to assist students in achieving graduation in 4 years?

The Data Entry Specialist position has been deleted from the SIG application.

Qualifications

1. High School Diploma or equivalent; AA degree in related field or equivalent experience
2. Two or more years experience in a related field
3. Knowledge of Arizona public school student data management system (SAIS)
4. High level of organizational skills and the ability to prioritize work load
5. Working knowledge of AZ laws and regulations affecting public school budgets and finances, including the Uniform System of Financial Records (USFR) desired
6. Ability to type at an acceptable rate of speed and work with standard software products
7. Ability to work with students, parents, staff and general public

Duties and Responsibilities:

1. Perform a wide variety of clerical work including typing, filing, mail distribution, and record keeping
2. Maintain courteous relationships with students, staff, parents and treating others with respect
3. Assist with work overflow as requested
4. Provide detailed account reports
5. Maintain a variety of files, accounts, data and records including student data base
6. Use current software programs to create databases and respond to requests for statistical and financial reports and information
7. Prepare audit information
8. Maintain the confidentiality of protected student and staff member information even after no longer employed
9. Be responsible, reliable and punctual

Please add the Job Description & Qualification Requirements for Interventionist

Job Description

The LEA instructional interventionist will have the professional skills necessary to provide leadership for teachers related to the continuous use of student data to inform and differentiate instruction. The Instructional Interventionist will work with the data coaches to examine student data processing programs that will best meet the needs of individual students. The Instructional Interventionist will also assist the LEA and building administrators to improve the student achievement of under-performing students by

providing on-going professional development and direct coaching using effective teaching strategies. The Instructional Interventionist will oversee the assessment and data collection process and collaborate with the LEA, building administrators, and teachers to analyze data and interpret results to improve instruction.

Requirements

- A. A minimum of a Bachelor's degree from an accredited institution (Master's preferred)
- B. Holds an appropriate license from the Arizona Department of Education
- C. Ability to demonstrate exemplary classroom teaching
- D. Skill in collaboration, instruction and the analysis of data to improve student success
- E. Comprehensive understanding of the school improvement initiatives, including effective instruction, data driven decision making, and assessment practices
- F. Ability to train staff in the use of core, supplementary and intervention materials
- G. Demonstrate teacher leadership and facilitate professional development
- H. Demonstrate knowledge of instructional management and the use of instructional strategies
- I. Demonstrate deep understanding of the use and interpretation of summative, formative, screening, diagnostic, and progress monitoring assessments
- J. Demonstrate ability to teach staff how to use assessment data to inform purposeful instruction
- K. Demonstrate ability to model skillful instructional practices
- L. Demonstrate skills in coaching strategies that improve teaching
- M. Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures
- N. Demonstrate integrity of confidential information relating to students, staff, or East Valley High School patrons
- O. The ability to work harmoniously with others.