

LEA's Name: Florence Crittenton SIG Application's Supplemental Information

Please answer the following questions:

Date _____

Analysis of School Needs

What are the positions, ie. what is each teaching?

Is Lead Education Assistant certified/Highly Qualified

No mention of how AZ Standards will be a part of Service Learning

Mission Statement refers only to girls, yet in appendix 10, boys are cited, as well; please clarify the discrepancy.

- In Section A (page 3), it was requested that CYA provide information on "Where are we now?" Therefore, the reference to the 10 teaching positions listed on page 6 was for the 2009/10 school year. The teaching positions being requested for the 2010/11 school year (as shown in exhibit 2) include the following:

Funded by the LEA

- Math Teacher (2)
- English Teacher (2)
- Fine Arts Teacher (PT)
- Science Teacher
- Social Studies Teacher
- Health Co-Teacher (Residential)
- Credit Recovery Co-Teacher (Residential)
- PE Teacher / Athletic Director
- Middle School Co-Teacher
- Middle School Co-Teacher (Residential)

Funded through the SIG

- Middle School Co-Teacher
 - Middle School Co-Teacher (Residential)
 - Gifted & Talented Teacher (PT)
 - Foreign Language Teacher (PT)
 - Science Teacher
 - Social Studies Teacher
 - Health Co-Teacher (Residential)
 - Credit Recovery Co-Teacher (Residential)
- Lead Education Assistant: The Lead Education Assistant listed on page 6 was for the 2009/10 school year. The Lead position has been eliminated for the 2010/11 school year as a result of consulting with the Arizona Department of Education Program Specialist Team Members. The AZ DOE Team Members recommended that CYA use a new approach with respect to rapid improvement in student learning and building capacity of teachers through establishing co-teaching.
 - Service Learning: Service Learning classes follow the Career & Technical Education Articulated State Standards. The teacher is high qualified and certified.
 - Mission Statement: On page 12, the LEA specified its current mission. On page 14, the LEA recognized the current mission as a challenge because the school serviced both boys and girls. On page 147, the LEA communicated, "The school has been approved to transform CYA to a Girls Leadership

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Academy which is gender-specific. This will provide parents and female students a unique alternative learning environment. The key factors will be that the school is a performing school with strong student learning/achievement with the 'best' teachers.”

Analysis of LEA Capacity

Analysis of LEA Commitment

Root Causes

Schools to be Served

LEA's Accountability

Budget

Please copy Bruce Groll, (Bruce.Groll@azed.gov), in your response to the budget questions.

- Budget submitted separately.

Sustainability

Increasing student enrollment appears to be the primary method of sustainability; could the initiatives continue if student enrollment didn't increase?

- Could the initiatives continue if student enrollment didn't increase? In order to ensure overall sustainability, other action items to be implemented include:
 - The LEA has an infrastructure (e.g., Human Resources, Information Technology, Finance, Food Services, and Development) in place. These departments are already in existence which allows expanding the efforts to CYA.

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- Scheduling regular ongoing meetings for faculty and the community to seek continued support and involvement of all stakeholders to ensure continuity of the reform effort.
- CYA will create contingency plans to address possible changes in staffing and resources during the budgetary cycle.
- Ensure that newly hired staff is committed to adopting the reform measures.
- Provide dedicated time and space for faculty to seek ways to maintain reforms and identify strategies for further improvement.
- Provide professional development to faculty on how to engage in ongoing problem solving, thereby establishing a culture geared toward continuous improvement.

Additional Questions: June 14, 2010

Please provide a detailed description of what the student learning looks like, based on walk-throughs and other evidence. Please provide completed observations/walk-throughs, with the teachers' names removed. I have attached copies of teacher observations used during the 2009-2010 school year.

How successful was the principal in implementing the goals, cited on page 7 of the Florence Crittenton grant and what is the evidence?

New Principal's Goals

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

Establish best instructional practices for student learning/achievement

Converted school from an Independent Study environment to a Teacher-Led environment

Created curriculum and lesson plans aligned to state standards

Provide weekly professional development activities and workshops for teachers

Provide formal and informal instructional observations

Hired a curriculum coach to assist the principal with PD workshops/activities, daily observations, lesson plan monitoring, instructional modeling etc.

Provided internal / external professional development workshops presented by field experts

Converted to a 4-block school schedule for 90 minute class periods

Provided teachers with books, articles and research on best practices

Provided teachers with material and resources to support instruction

Increased student and faculty accountability

Established a procedure that required all new students and parents receive a one-on-one interview by an administrator prior to enrollment to review procedures, rules and expectations

Created a student behavior contract that is reviewed agreed and signed by all students and their parent prior to enrollment

Created a zero-tolerance disciplinary policy and consequence chart

Student attendance policy

Created weekly staff meetings and professional group norms for all meetings

Established annual school-wide and individual goals for each school employee

Teachers receive two formal observations from the principal year school year. Goals are set during the post-conference based on agreed observation findings

Mandated all teachers be Az certified in their content by the start of the 2010 school year

Staff performance evaluations based on student academic outcomes

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Established a culture of data-driven decisions

During weekly staff meetings, updates on student data are provided to the entire school staff. Data presents includes, demographics, enrollment, ADA, ADM, 10th grade student cohort data, 12th grade student cohort information, performance indicators related to goals and student discipline data for school-wide decisions

Weekly Tier III/Tier II RTI meetings are held using PLC structure to review student data and track student progression/regression

Weekly formative assessments administered school-wide for tiered intervention decisions

Quarterly school-wide Galileo assessments aligned to the AIMS Blueprint was administered and data was used to identify strand, concept and PO trends to adjust instruction

Quarterly school-wide writing assessments aligned to six-traits was administered and data was used to identify trend to adjust instruction

Quarterly Performance and Quality Improvement data meetings

Created Performance Management Plans utilized by the Arizona State Board for Charter Schools to improve student academic outcomes

Data dashboards presented during each school board meeting

Converted to a 4-block school schedule to increase credits earned in a school year

Created AIMS prep classes, one on one AIMS pullout tutoring and after school tutoring including Supplementary Educational Services through Mathnasium based on data

Instituted change in culture and climate to become an excelling school

School procedures handbook was created and maintained

Established celebration of learning routines

Open house nights, parent/teacher conferences and orientation nights were established

Parent compact was created and maintained

Parent involvement activities were created

Established the student mentor program

Created social/emotional curriculum and daily instruction during C.A.R.E. time using the Search Institutes, 40 Developmental Assets

Initiated the use of surveys to collect and review data from students, parents, teachers and administrators

Established a safe and drug-free environment as measured by data reports including surveys

Increased school instructional hours from 720 total hours to 1093 total hours

Renewed NCA accreditation

Building consensus that permeates the entire staff through the development and implementation of a Professional Learning Community

Creating high expectations and values as role-modeled by principal and key administrators

Eliminating any distractions to ensure the maximum amount of classroom time was focused on instruction by creating a more flexible block schedule, classroom make-up time and extending hours of instruction

Establishing a cohesive culture through consistent application of policies and procedures and accountability

Established tuition-free summer school classes to all students in the community

Implemented a parent engagement plan, new student orientation night, the American Dream Academy, National Network of Partnership Schools

Established the school newsletter

Created the National Honor Society extra-curricular club

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How will the major components provided by West Ed. be integrated into the structure of the school?

The turnaround office and the WestEd site team will collaborate and develop a strategy to integrate the major components into the structure of the school. For instance, purchase supplies will be held until the school confers with West Ed., to insure that what is purchased aligns with the focus of West Ed's work at the school. This is especially important now as we will be converting our curriculum to the common core state standards.

How much fund- raising is done? How much money does the school receive from fund- raising? How are other funds which the Charter receives used? How are Title monies being used?

FY10, fundraising brought in \$51,975 for school use – of which, \$25,533 was tax credit donations.

DRAFT