

Arizona Department of Education

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

LEA APPLICATION COVER PAGE

LEA Name: James Sandoval Preparatory High School	NCES ID#: 040033202165	CTDS#078928000	Entity ID: 79476
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LEA Contact Information			
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School Board President _____ Date _____

Superintendent Signature _____ Date _____

Federal Program Director Signature _____ Date _____

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
James Sandoval Preparatory High School	040033202165	078928000	79476		X	

The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant.

A. LEA'S ANALYSIS OF SCHOOL'S NEEDS

With data and information available to you, analyze the needs of each of your Tier I, Tier II and Tier III schools. The goal is for your LEA's Leadership team to carefully analyze and interpret all data in order to accurately and completely assess the needs of your Tier I and/or Tier II schools. The knowledge gained during this investigative and analytical phase will be the basis for your decision as to which of the four intervention models should be implemented in your schools. The guiding questions to consider as the LEA Leadership analyzes and interprets data are: Where are we now?; and How did we get to this place?

Where are we now?

A.1. Who are we? (as an LEA, school, staff, and community)

- Provide a brief description of the LEA and each school to be served using School Improvement Grant funds. Explain how the LEA and school(s) are organized; describe the characteristics of the student population, the teaching and administrative staff; and discuss the level of community involvement and parent engagement.
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Description of Location Characteristics (2009-2010):

- 3830 N. 67th Ave. Phoenix, Arizona, 85033
- www.jsphs.net
- JSPHS is located in the heart of Phoenix in the Maryvale area. This area has the highest juvenile crime rate in the state as well as an extremely high dropout rate. In the 2000 census the demographic breakdown for our specific area was:
59% Hispanic/Latino
28% White non Hispanic
9% African American
2% Native American
<1% Asian
During the past 10 years the Hispanic/Latino population in this area has grown dramatically
(see attachment 1)

The student demographics: (2009-2010)

Population

- Makeup consists of 163 students:
 - Grade 9: 36 students
 - Grade 10: 47 students
 - Grade 11: 39 students
 - Grade 12: 41 students
 - Total: 163 students
 - Demographic Makeup:
 - Male: 73 total Male Students
 - Female: 90 total Female Students
- (see attachment 2)**

Ethnicity:

- Male Demographic: 1 Asian, 71 Hispanic, 1 Native American, 1 White non Hispanic
 - Female Demographic: 2 Black, 86 Hispanic, 1 Native American, 0 White non Hispanic
 - Total: 1 Asian (0.6%), 2 Black (1.2%), 157 Hispanic (96.4%), 2 Native American (1.8%), 7 White non Hispanic (0.6%)
- (see attachment 2)**

Programs

- **Special Education**
 - 11 students (7% of total student population)
 - 7 Male, 4 Female, 100% Hispanic
 - **ELL**
 - 2 students (1.3% of total student population)
 - 2 Male students (Both ELL students are enrolled in Special Education)
 - Number of students who took the AZELLA test in 2009-2010: 29 (18.6% of total student population)
 - Of the 29 Students who tested, 26 scored proficient while 3 scored intermediate (1 opted out of ELL and 2 were special education students and the ELL component was part of the IEP)
 - **Free and Reduced Lunch**
 - 161 total students receive free and reduced lunch (98.7%) (92.% free and 8% reduced)
- (see attachment 3)**

Size and Composition of Staff

- **Teachers**
- 8 teachers (4 male, 4 female)
- Subjects taught: Science, English, Mathematics, Spanish, Social Studies, Technology, Music Appreciation, Creative Writing, Physical Education
- 7 teachers are highly qualified in their content areas. 1 teacher is not highly qualified and will not be returning for the 2010-11 school year.

- **Other Staff**

- 1 Guidance Counselor
- 1 Administrator
- 1 Registrar
- 1 Office Assistant
- 4 Board Members

- **The following individuals hold at least one Masters Degree:**

- 5 teachers
- 1 Administrator
- 1 Guidance Counselor

- **Returning and non-returning staff members (as per the transformation model)**

- 5 teachers and 1 counselor will be returning (all are highly qualified)
- 3 teachers will not be returning (as per the transformation model)
- 1 principal will not be returning (as per the transformation model)

- **Longevity**

- 7 or more years at JSPHS- 2 teachers (1 English and 1 Technology)
- 5 years at JSPHS- 1 teacher (1 Mathematics)
- 3 or more years at JSPHS – 4 teachers/administrators (1 Administrator, 1 Guidance Counselor, 1 Spanish teacher, 1 Science teacher)
- 2 or more years at JSPHS – 3 teachers (1 Mathematics, 1 Social Studies, 1 English teacher)

- **School Governing Board**

- Eli Marez is the charter holder and founder of James Sandoval Preparatory High School. He founded the school in 2001. In 2010 the School Board consists of four members:

Eli Marez (Board President) (9 years)

Dr. Joe Hernandez (Member) (7 years)

Ruben Gutierrez (Member) (5 years)

Lucille LaVeer (Secretary) (9 years)

The Board members are selected by the Board President. The Board intends to add a 5th member for the 2010-11 school year.

- **Charter Description**

- Originally, the school mission was to provide an alternative school for the Maryvale area students. Three years ago The School Board changed the mission to reflect their new goal of creating a preparatory school for the west side demographic area. Today the mission and vision of the school still reflects the mission of providing a college preparatory high school for all students.
- **JSPHS Vision:** “To create an innovative, ever changing environment; which produces leaders with a commitment to excellence, who will impact the world in which they live.”
- **JSPHS Mission:** “To provide college bound students with life-long learning skills through creative educational approaches, technology, effective communication, and the opportunity to build a strong foundation of character and ethics.”
- **JSPHS Values:** We believe in pursuing excellence in all we do. We value:
 - Mutual Respect
 - Life-long Learning
 - Parental Involvement

- Personal Attention
- Student Success
- Character Development
- Mutual Accountability
- Community/Business Partnerships
- Highly Qualified Staff
- **Educational Beliefs:**
 - The Board of Education, administrators, teachers, and staff must be held to the highest levels of accountability when implementing their duties and responsibilities.
 - The school's educational programs must be at the forefront of educational trends.
 - Quality programs, highly qualified teachers and staff, are essential to our school's success.
 - Leadership and empowerment of staff at all levels are essential to our school's success.
 - Employees must embrace change as opportunities for success.
 - Each student must be valued and treated with dignity and respect.
 - Students must feel the "quality of instruction" within each class.
 - Students and staff must be of the highest character.
 - Our school must be flexible to accommodate the needs among students.
 - Our school must become a learning organization built on a foundation of trust.
 - Our school must value parental involvement.
 - Our school must be committed to improving our community.
- **Community Resources:**
 - Pioneer Preparatory Academy: JSPHS has a partnership with Pioneer Preparatory Academy. Our Reading Buddies program, comprised of our top students, provides a reading buddy program to Pioneer's K-2 students. We provide this community service once per week for one hour. Our plans for the future are to work with Pioneer in aligning their 8th grade curriculum with our 9th grade curriculum for a smooth transition into JSPHS.
 - YMCA: JSPHS has a partnership with the Maryvale YMCA. During the winter break our service learning students join with the YMCA to help collect food for the Saint Mary's Food Bank annual food drive. In addition, JSPHS students regularly volunteer to work with the YMCA to promote community involvement. In return, the YMCA provides facility usage to help JSPHS with their sports and graduation programs as well as Board Meetings.
 - Leukemia and Lymphoma Foundation: For the past 3 years JSPHS students have participated in the Pennies for Patients program. This program allows schools to raise funding for the treatment of Leukemia patients.
 - JSPHS did a community outreach program to provide assistance for local families within the Maryvale area by collecting and distributing food/clothing items and money.
 - There is a Department of Economic Security satellite office located next to the school which provides assistance with employment opportunities, food stamps, WIC, and other social services for low income families.
 - We recognize the need to increase our community partnerships.

(see attachment 4)

A.2 How do we operate and do business at the LEA and school levels?

- Based on the description in A.1, provide a brief description of the climate, culture, values and beliefs that are part of the LEA and schools.

School Culture and Climate:

- Our school culture reflects our mission and vision statements promoting career skill readiness and college preparation. The rigor of courses offered at JSPHS surpasses the basic minimum Arizona state graduation requirements which is:
 - English (4 credits)
 - English 1,2
 - English 3,4
 - English 5,6
 - English 7,8
 - Math (2 credits) – **JSPHS requires 4 credits**
 - Algebra 1,2
 - Geometry 1,2
 - Algebra 3,4
 - Pre Calculus 1,2
 - Science (2 credits)- **JSPHS requires 3 credits**
 - Earth Science 1,2-- will change in the 2010-11 school year to Life sciences
 - Biology 1, 2
 - Chemistry 1, 2
 - Social Studies (2.5 credits)
 - World History 1,2
 - US/Arizona History 1,2
 - Government
 - Economics (to be added in 2010-11)
 - **JSPHS Requires 2 Credits in Spanish (no state requirement)**
 - Spanish 1,2
 - Spanish 3,4
 - We are looking to add French in the 2010-11 school year if possible
 - **JSPHS Requires 1 Credit of Technology**
 - IC3 1,2
 - CTE/Fine Arts (1 credit)
 - Music Appreciation
 - Subject to change in 2010-11
 - Electives (8.5 credits) – **JSPHS requires 7.5 credits**
 - P.E.
 - Creative Writing
 - Business Finance
 - Business administration
 - Cisco 1, 2,3,4
 - Sports Literature

- Health
- Subject to change in 2010-11

○ Total credits required by the State of Arizona is 20 credits- **JSPHS requires 21 credits.**

- Small teacher/student ratio (20 students per teacher).
- Safe learning environment
- Sense of mutual respect among students, parents, administrators and teachers
- Over half of the teaching staff have master's degrees
- JSPHS promotes an environment conducive to learning which is non threatening for both students and staff.
- JSPHS promotes a welcoming environment for parents and the community.
- JSPHS embraces the cultural diversity of the community. There have been no racial tension/incidences within the school population as evidenced by our discipline/referral counts.
- Staff is open and receptive to change.
- We provide a variety of interventions to help students who are behind in credits to accrue needed credits.
 - Tutoring
 - Odyssey online credit recovery
 - Parent Conferences
 - 185 days school calendar
 - Our intent is to increase the interventions to meet the needs of our students including increasing the school day by adding a 0 and 7th hour.

(see attachment 5)

A.3 How are our students doing?

- Provide detailed summary of the student data for each Tier I, Tier II and/or Tier III school. Include data documents or reports as attachments.

Student Achievement:

- AIMS AYP:
 - During the past 3 years AIMS scores have improved in all areas.

AIMS 2006/2007-2008/2009 School Wide Report Percent of overall students who Met or Exceeded Spring AIMS			
Year	Reading	Math	Writing
2006/2007	53.8	41.8	48
2007/2008	46.7	43.7	25.8
2008/2009	58	56.6	50.9

Strengths:

- We have had steady growth in our math AIMS scores.
- From 2007/2008 to 2008/2009 we had dramatic growth in Reading, Math and Writing.

Weaknesses:

- From 2006/2007 to 2007/2008 our percentages of students who met or exceeded AIMS in Reading and Writing dramatically dropped.

• Analysis:

- From 2006/2007 to 2007/2008 we did not provide any additional services or programs to our students that would allow them to increase their scores in Reading and Writing. This is very evident in the decrease of percentages.
- From 2007/2008 to 2008/2009, we offered Title I Reading to the most needy students. We initiated weekly vocabulary words in every class and we also implemented a Writing initiative across the curriculum which exposed our students to the 6 traits of writing. This helped our students to increase their scores in both Reading and Writing.

(see attachment 6)

Cohort Report			
AIMS Reading 2006/2007-2008/2009			
Percent of students who met or exceeded AIMS			
Cohort	2006/2007	2007/2008	2008/2009
2006	67		
2007	67		
2008	35	40	50
2009	59	29	54
2010		58	58
2011			62

- Strengths:
 - More than 50% of sophomores taking AIMS Reading for the first time have met or exceeded during the last 3 years
 - We met AYP in Reading each of the past 3 years.
 - In 2008/2009 our upper classman improved dramatically from the previous year.
- Weaknesses
 - Our goal is to increase sophomore scores by 5% each year until we reach 100%. The mission of the school is to prepare students for college readiness. We intend to improve instruction and curriculum in order for our sophomores to be better prepared to test in AIMS for the first time.

Analysis:

- Since our 2008/2009 percentages for sophomores is the highest, it is evident that our Reading (Title I and Vocabulary) initiatives had a positive impact on our students. 62% of them either met or exceeded the first time they took the test.
- In 2007/2008 we had a language arts teacher who was incompetent and left during the school year. During the remainder of the school year, the classes were taught by substitutes. This negatively impacted our scores.

Cohort Report			
AIMS Math 2006/2007-2008/2009			
Percent of students who met or exceeded AIMS			
Cohort	2006/2007	2007/2008	2008/2009
2006	43		
2007	43	75	
2008	37	40	56
2009	41	24	61
2010		50	59
2011			52

Strengths:

- There has been steady improvement in our sophomore cohorts over the past 3 years.
- With the exception of cohort 2009, every cohort improved their math scores each year.
- We met AYP in Math each of the past 3 years.
- In 2008/2009 every cohort scored above 50% on the AIMS Math assessments.

Weaknesses:

- In 2007/2008, cohort 2009 dropped significantly in AIMS math. But in 2008/2009, cohort 2009 dramatically improved. With the exception of cohort 2009, every cohort improved their math scores each year.
- We Our math scores remain unacceptably low considering our mission

Analysis:

- In 2007/2008 our school was lacking an instructional leader due to the principal leaving.
- In 2008/2009 we hired a math teacher who places very high expectations on his students and who teaches a rigorous math curriculum. This is evident in the dramatic increase of the 2008/2009 scores .
- In addition to this, our math teacher also initiated a math tutoring program for all students in 2008/2009 and has continued this program.

Cohort Report

AIMS Writing 2006/2007-2008/2009

Percent of students who met or exceeded AIMS

Cohort	2006/2007	2007/2008	2008/2009
2006			
2007	14		
2008	47	75	55
2009	57	25	51
2010		23	56
2011			45

Strengths:

- From 2007/2008 to 2008/2009 there is dramatic improvement in sophomore (1st time test-takers) AIMS writing scores.
- Cohort 2010 dramatically improved their score in 2008/2009 from 2007/2008.

Weaknesses:

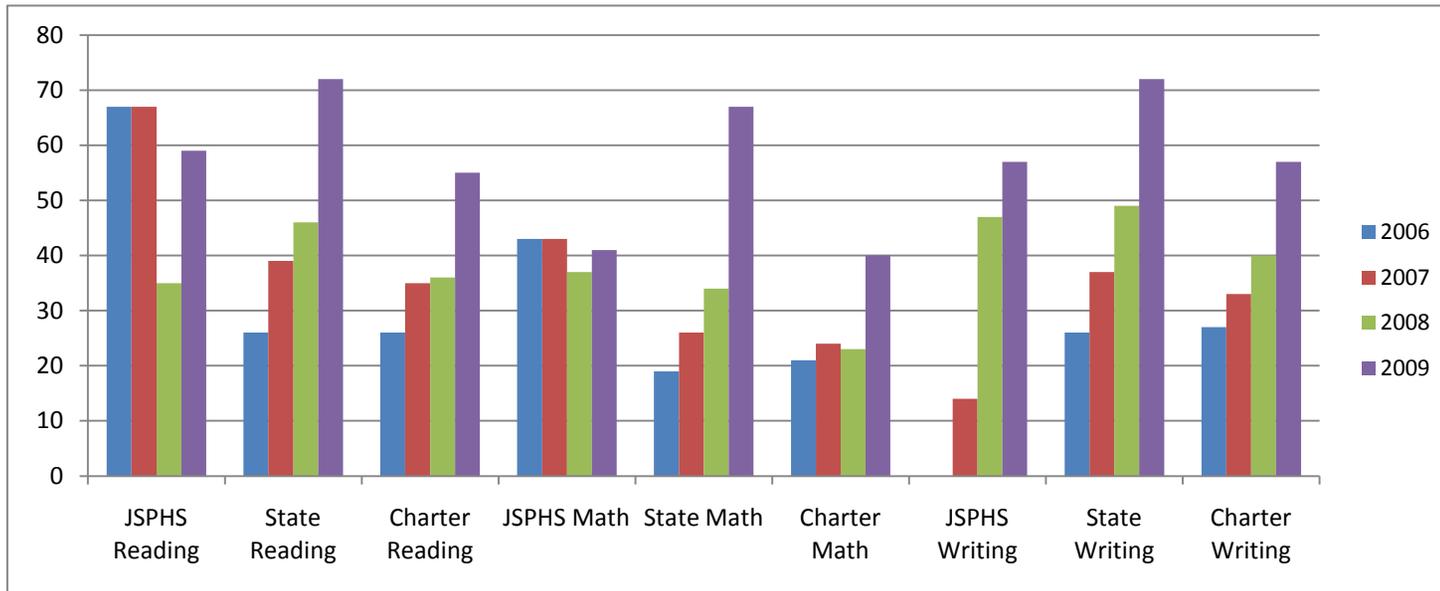
- In 2007/2008, our sophomore class (cohort 2010) had a very low percentage of meets or exceeds on AIMS reading.
- Our 2007/2008 and 2008/2009 AIMS writing scores fell well below state and charter expectations.

Analysis:

- In 2007/2008 our freshman/sophomore language arts teacher unexpectedly left in the middle of the year. Additionally, we lost our Principal during the school year, which affected the instructional leadership planning component. There was not a unified approach to teaching writing and our students suffered.

AIMS 2006/2007 Cohort Comparisons to State and Charter Schools

Cohort	JSPHS Reading	State Reading	Charter Reading	JSPHS Math	State Math	Charter Math	JSPHS Writing	State Writing	Charter Writing
2006	67	26	26	43	19	21	0	26	27
2007	67	39	35	43	26	24	14	37	33
2008	35	46	36	37	34	23	47	49	40
2009	59	72	55	41	67	40	57	72	57



Strengths:

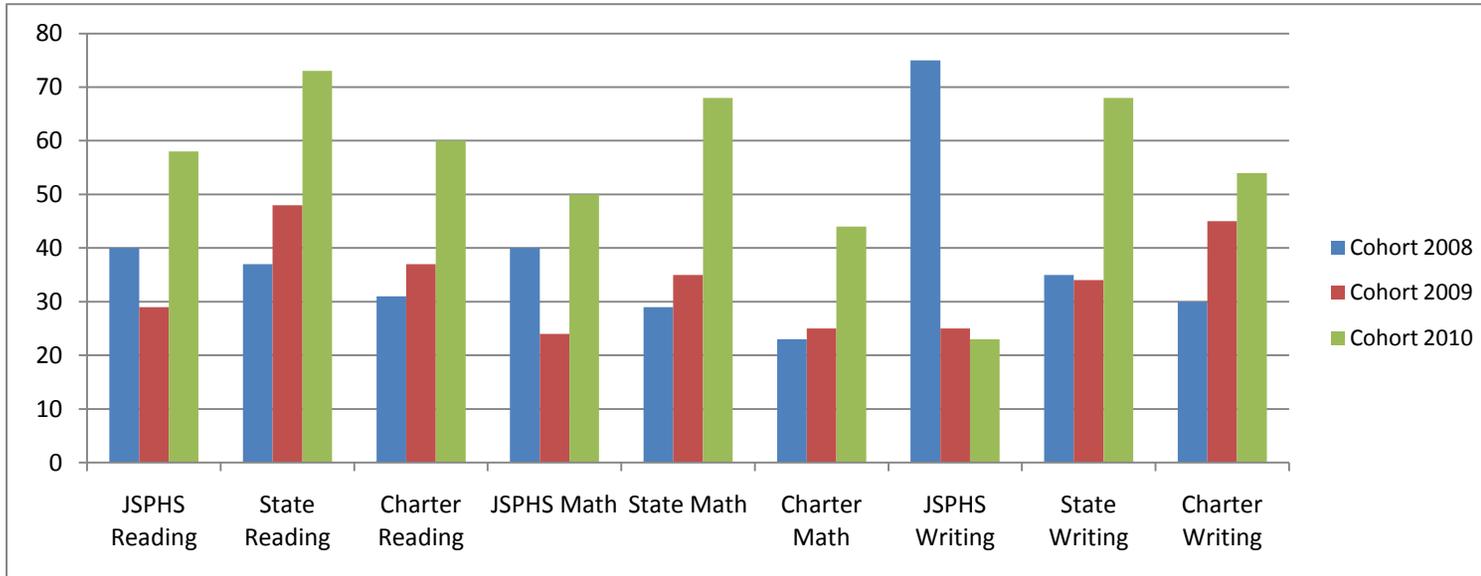
1. Cohort 2007 surpassed state and charter reading and math.
2. Cohort 2008 surpassed state and charter math.
3. Cohort 2008 surpassed charter writing.
4. Cohort 2009 surpassed charter in reading and math and equaled charter in writing.

Weaknesses:

1. Cohort 2007 scored below state and charter in writing.
2. Cohort 2008 scored below state and charter in reading.
3. Cohort 2008 scored below state in writing.
4. Cohort 2009 scored below state in reading, math and writing.

AIMS 2007/2008 Cohort Comparisons to State and Charter Schools

Cohort	JSPHS Reading	State Reading	Charter Reading	JSPHS Math	State Math	Charter Math	JSPHS Writing	State Writing	Charter Writing
2007	0	27	30	75	18	17	0	25	27
2008	40	37	31	40	29	23	75	35	30
2009	29	48	37	24	35	25	25	34	45
2010	58	73	60	50	68	44	23	68	54



Strengths:

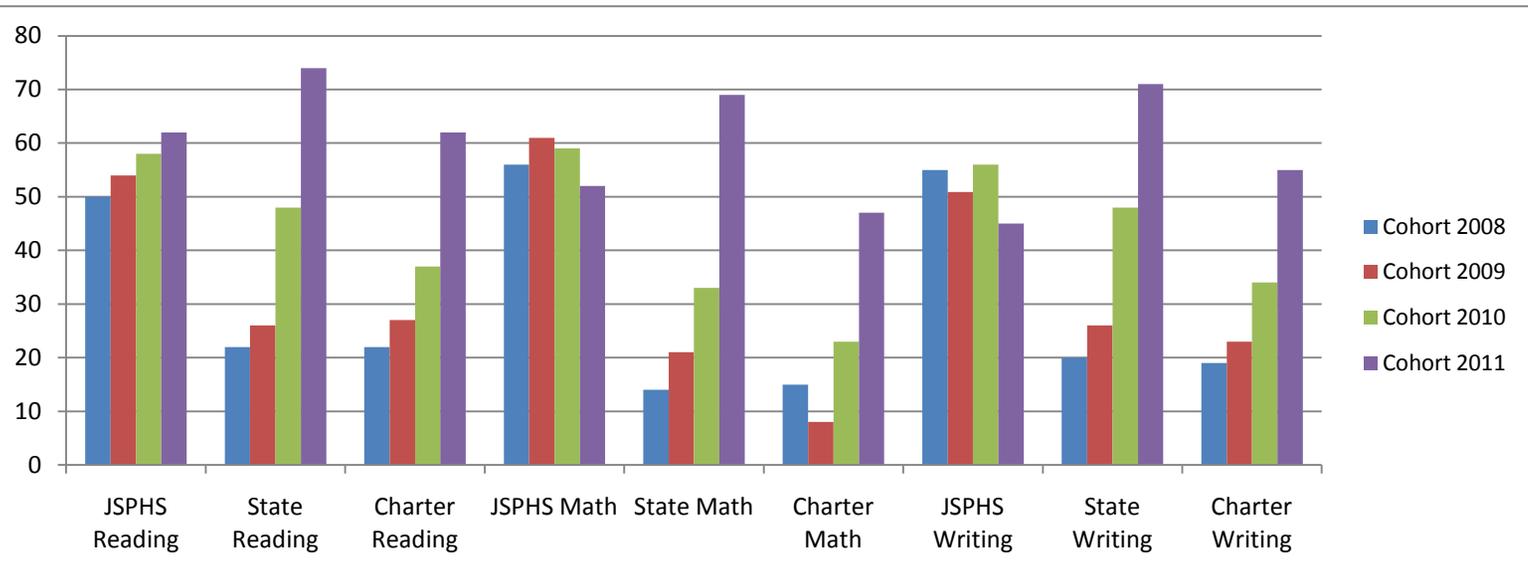
1. Cohort 2008 surpassed state and charter scores in reading, math and writing.
2. Cohort 2010 surpassed charter scores in math.

Weaknesses:

1. Cohort 2009 scored below state and charter in reading, math and writing.
2. Cohort 2010 scored below state and charter in reading.
3. Cohort 2010 scored below state in math.

AIMS 2008/2009 Cohort Comparisons to State and Charter Schools

Cohort	JSPHS Reading	State Reading	Charter Reading	JSPHS Math	State Math	Charter Math	JSPHS Writing	State Writing	Charter Writing
2008	50	22	22	56	14	15	55	20	19
2009	54	26	27	61	21	8	50.9	26	23
2010	58	48	37	59	33	23	56	48	34
2011	62	74	62	52	69	47	45	71	55



Strengths:

1. Cohort 2009 surpassed both state and charter scores in reading, math and writing.
2. Cohort 2010 surpassed both state and charter scores in reading, math and writing.
3. Cohort 2011 surpassed charter scores in math.
4. Cohort 2011 equaled charter scores in reading.

Weaknesses

1. Cohort 2011 scored below the state average in reading, math and writing.
2. Cohort 2011 scored below charter scores in writing.

Analysis:

- Among the sophomore cohorts, JSPHS compares well with charter schools in Arizona but lags behind the state in AIMS percentages of students who met or exceeds.
- JSPHS should:

1. **Bring our school-wide scores up to state level.**
2. **Once we achieve state levels we need to seek to bring our students to the 80-100% level in all AIMS categories.**

- **Graduation Rate:**

- Although our graduation rate is under 60% our rate has shown steady improvement over the past 4 years.

Year	Grad Rate
2005/2006	24
2006/2007	45
2007/2008	55
2008/2009	57

Analysis:

Our glaring weakness is with graduation rate. While our students achieve relatively high scores on AIMS, our graduation rate remains low due to other reasons.

Reason #1: Because we often let in at risk students who are behind in credits, many are not able to graduate within four years. Our five- year graduation rate is better than our four- year rate (see attachment). In 2008/2009, our five- year graduation rate was 71%.

Reason #2: The socio-economic factors of the neighborhood play into our graduation rate. Many of our students who start on track fall behind for the following reasons:

- **Gang involvement**
- **Teen pregnancy**
- **Required to work full time to support the family income**

Although there are reasons to fall behind, we believe we can improve the graduation rate at JSPHS by:

- **Credit recovery**
- **Extended Day**
- **Tutoring**
- **Early Intervention**
- **Individual instruction (computer based)**

- **Discipline:**

- **JSPHS provides a safe environment for our students. We have had very few serious incidences at JSPHS. We have a No**

Tolerance policy for fighting and drugs. Attached is a copy of our serious discipline incidences over the past 3 years. Our school provides a safe environment and this continues to improve each year.

(refer back to attachment 5)

- Parent Survey:
 - JSPHS conducted a parent survey in November of 2008 and 2009. In 2008, 168 surveys were sent home. In October of 2009 150 surveys were sent home. In both surveys parents were asked to rate the level of their child's education. Parents were asked to rank (poor, fair, good or excellent). In 2008 we had only 16 responses. In 2009 we had only 1 response. Below is total of these responses.

- 2008/2009 Results:
 - a. Poor: 0
 - b. Fair: 2
 - c. Good: 2
 - d. Excellent: 12

Analysis:

The number of parent surveys returned in 2008 and 2009 suggests that JSPHS parents are not participating. We need to promote more feedback with parents. Parents need to become more involved in their child's education. One of our goals will be to increase parent participation. We need to explore different avenues to provide parents with a voice in our school.

- Teacher Surveys:
 - In May 2009, an informal teacher survey was conducted with the teachers to express their views regarding school strengths and weaknesses.
 - Conclusions
 - There is no set curriculum in place.
 - There is a lack of rigor across the curriculum.
 - Our school looks more like an alternative school than a college prep.
 - JSPHS has a lack of teaching resources including text books, technology, assessment tools.

 - On March 29, 2010, JSPHS teachers were given a Standards Assessment Inventory Survey.
 - Results:
 - The survey scores 12 standard categories on a 0-4 range with the following indicators:

- 4= Always
- 3= Frequently
- 2= Sometimes
- 1= Seldom
- 0= Never
- (4) JSPHS staff did not rank any standard categories in the “always range”.
- (3) JSPHS staff ranked the following standard category in the “frequently range”.
 - Leadership (2.5)
- (2) JSPHS staff ranked the following standard categories in the “sometimes range”
 - Equity (2.4)
 - Research-Based (1.6)
 - Learning (1.6)
 - Collaboration (1.6)
 - Quality Teaching (1.6)
 - Resources (1.5)
 - Family Involvement (1.5)
- (1) JSPHS staff ranked the following standard categories in the “seldom range)
 - Design (1.4)
 - Data Driven (1.2)
 - Evaluation (1.2)
 - Learning Communities (1.1)

Analysis:

- The staff at JSPHS did not rank any category in “always range” This implies we have much room for growth in all the standard categories.
- Any standard category related to curriculum and instruction was not highly ranked. This implies we need to improve our curriculum and instruction.
- Standard categories ranked within the “seldom range” implies particular weakness in data usage, evaluation and stakeholder collaboration.

(see attachment 9)

- Needs Assessment:

In March, 2010, a needs assessment, as part of the initial site visit protocol was conducted with JSPHS staff to identify school strengths and weaknesses. These are the results: (Attachment)

- School District Leadership Capacity (Standard 1)
 - We approached the standard in 9 categories (1.2,1.3,1.5,1.7, 1.8, 1.0, 1.11, 1.12, 1.13).
 - We fell far below the standard in 4 categories (1.1, 1.4, 1.6, 1.9).
- Curriculum, Instruction, and Professional Development (Standard 2)
 - We approached the standard in 8 categories (2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.14).
 - We fell far below the standard in 6 categories (2.1, 2.2, 2.3, 2.4, 2.5, 2.13).
- Classroom and School Assessments (Standard 3)
 - We met the standard in 1 category (3.8).
 - We approached the standard in 2 categories (3.2, 3.7).
 - We fell far below the standard in 5 categories (3.1, 3.3, 3.4, 3.5, 3.6).
- School Culture, Climate, and Communication (Standard 4)
 - We met the standard in 3 categories (4.1, 4.5, 4.9).
 - We approached the standard in 6 categories (4.2, 4.3, 4.4, 4.6, 4.10, 4.11).
 - We fell far below the standard in 2 categories (4.7, 4.8).
- Resource Management (Standard 5)
 - We met the standard in 3 categories (5.2, 5.3B, 5.4)
 - We approached the standard in 3 categories (5.1, 5.3, 5.6A)
 - We fell far below the standard in 2 categories (5.5, 5.6B)
- Analysis:
 - We do not exceed in any standards indicators.
 - We meet in 7 standards indicators.
 - We approach in 28 standards indicators.
 - We fall far below in 19 standards indicators.
 - Because we approach or fall far below in the overwhelming majority of indicators our leadership team needs to ensure that each indicator is discussed and we seek to improve each category over the next 3 years.
 - Our needs assessment has driven our improvement plan.
- Walkthroughs Analysis: While we have done informal walkthroughs, we need to do more documenting of these walkthroughs and we need to tie our walkthroughs to the EEI model. During the 2009-2010 school year, the administration conducted on average one walkthrough per week of each teacher. We drew the following conclusions from the walkthroughs:
 - Teachers regularly failed to write the objective on the board resulting in a student's failing to understand the purpose of the lesson.
 - Student engagement was a problem with 6 of the 8 full time teachers. 2 teachers (math and language arts teachers kept students engaged over 80% of the time) 6 teachers had times when some students in class were not engaged. Student learning in the two classrooms was higher than in the other classrooms because of the increased engagement and time on task.
 - 7 of 8 teachers integrated technology into their lesson by using the smart board, IDEAL resources and other

technology resources. 1 teacher rarely used technology as a tool. This integration increased our students understanding and comfort with technology. Student learning was observed with students using technology in their research, in classroom presentations of projects, and student collaboration on group assignments.

- 4 teachers had problems with time on task. Those 4 teachers will not be returning.
- Classroom management was consistent
- At the beginning of the walkthrough process, we observed that teachers struggled with the EEI model and writing thorough lesson plans. As a result, we organized professional development for EEI (training 16 hours) which helped teachers with the EEI lesson planning process. We subsequently observed improved lesson planning throughout the year. Student learning was also observed to be increasing (engagement, test scores, voluntary tutoring, etc.) due to the focus and improvement of the lesson planning

Our students have met AYP on all student state summative tests (AIMS) for the past three years. Our graduation rate has improved over the past three years but remains below 60%. Our attendance rate is 92% for the past 3 years. Our 3 year average dropout rate is 3.7%. 93% of our student body is Hispanic (3 year average). The remaining percentage of ethnicity includes African American, White non Hispanic and Native American. We have a 3 year average of 57% female and 43% male student population. Our school serves grade levels 9-12. Our free and reduced lunch average for the past 2 years is approximately 95%. In 2008-09 we had 92.5% of students in Free and Reduced lunch. In 2009-10 we had 99.0% of students in Free and Reduced Lunch.

****The following is baseline data that needs to be included with your LEA Application.**

School Improvement Grant

BASELINE DATA (To be submitted with SIG LEA Application)

An SEA must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the SEA need report only the identity of the school and the intervention taken—i.e., school closure.

SCHOOL DATA	BASELINE		
	2007-2008 <i>Optional</i>	2008-2009 (Must Complete)	2009-2010 <i>Optional</i>
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	N/A	N/A	
AYP status	Met	Not Met	
Which AYP targets the school met and missed	Met Reading and Math/Did not meet	Met Reading and Math/Did not meet	

	Graduation Rate	Graduation Rate	
School improvement status	N/A	Warning Year	
Number of minutes within the school year	57810 (Minutes)	58530 (Minutes)	

STUDENT OUTCOME/ACADEMIC PROGRESS DATA

Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup

<p>Writing Cohort 07/below: 0/3(0%) Cohort 08: ¾ (75%) Hispanic/Latino ¾ (75%) Male 2/2 (100%) Female ½ (50%) Cohort 09: 3/12 (25%) Hispanic/Latino 3/12(25%) Male ¼ (25%) Female 2/8 (25%) Cohort 10: 9/39 (23%) White 1/1 (100%) Black 1/1 (100%) Hispanic 7/37 (19%) Male 5/17 (29%) Female 4/22 (18%) SPE 0/4 (0%) Reading Cohort 07/Below: 0/2 (0%) Cohort 08: 2/5 (40%) Hispanic 2/5 (40%) Male ¼ (25%) Female 1/1 (100%) Cohort 09: 5/17 (29%) White 1/1 (100%) Black 0/1 (0%) Hispanic 4/15 (27%) Male 2/6 (33%) Female 3/11 (27%) Cohort 10: 22/38 (58%) White 1/1 (100%) Black 1/1 (100%) Hispanic 20/36 (56%) Math: Cohort 07/Below: ¾</p>	<p>Writing Cohort 08/below:6/11(55) Hispanic 6/11 (55%) Male 4/7 (57%) Female 1/3 (33%) SPE 0/1 (0%) Cohort 09: 13/26 (50%) White 0/1 (0%) Hispanic 12/24 (50%) Male 6/13 (46%) Female 7/13 (54%) SPE 0/1 (0%) Cohort 10: 15/27 (56%) Hispanic 15/27 (56%) Male 6/12 (50%) Female 9/15 (60%) SPE 1/3 (33%) Cohort 11: 19/42 (45%) Black 1/1 (100%) Hispanic 18/41 (44%) Male 7/19 (37%) Female 12/23 (52%) SPE 1/3 (33%) Reading Cohort 08/below 5/10(50) Hispanic 5/10 (50%) Male 5/7 (71%) Female 0/3 (0%) SPE 0/1 (0%) Cohort 09: 14/26 (54%) Black 1/1 (100%) Hispanic 13/24 (54%) Male 8/13 (62%) Female 6/13 (46%) SPE 0/1 (0%) Cohort 10: 15/26 (58%)</p>
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	<p>(75%) Black 1/1 (100%) Hispanic 2/3 (67%) Male 2/3 (67%) Female 1/1 (100%) Cohort 08: 2/5 (40%) Hispanic 2/5 (40%) Male ½ (50%) Female ½ (50%) Cohort 09: 4/17 (24%) Hispanic 4/15 (27%) Male 2/6 (33%) Female 2/11 (18%) Cohort 10: 19/38 50% White 0/1 (0%) Black 0/1 (0%) Hispanic 19/36 (53%) Male 10/17 (59%) Female 9/21 (43%) SPE 2/4 (50%)</p>	<p>Hispanic 15/26 (58%) Male 8/11 (73%) Female 7/15 (47%) SPE 0/3 (0%) Cohort 11: 26/42 (62%) Black 0/1 (0%) Hispanic 26/41 (63%) Male 121/19 (63%) Female 14/23 (61%) SPE 0/3 (0%) Math: Cohort 08/below 5/9 (56) Hispanic 5/9 (56%) Male 4/7 (57%) Female ½ (50%) SPE 0/1 (0%) Cohort 09: 17/28 (61%) White 1/1 (100%) Black 0/1 (0%) Hispanic 15/25 (60%) Male 8/13 (62%) Female (9/15 (60%) SPE 0/1 (0%) Cohort 10: 16/27 (59%) Hispanic 16/27 (59%) Male 8/11 (73%) Female 8/16 (50%) SPE 0/3 (0%) Cohort 11: 22/42 (52%) Black 1/1 (100%) Hispanic 21/41 (51%) Male 9/19 (47%) Female 13/23 (57%) SPE 0/3 (0%) For Subgroups See Attachment</p>	
<p>Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup</p>	<p>Writing: (Required to test) 70/70 Tested (100%) White 1/70 (1%)</p>	<p>Writing:(Required to Test) 111/112(99%) White 1/111 (1%)</p>	

	<p>Black 2/70 (3%) Hispanic 67/70 (96%) Grade 12: 9/70 (13%) Grade 11: 22/70 (31%) Grade 10: 39/70 (56%) <u>Reading</u>(Required to Test) 70/72 Tested (97%) White: 1/70 (1%) Black: 2/70(3%) Hispanic 67/70 (97%) Grade 12: 9/70 (13%) Grade 11: 22/70 (31%) Grade 10 (39/70 (56%) <u>Math:</u> (Required to Test) 66/69 Tested (96%) White 1/66 (2%) Black 3/66 (5%) Hispanic 61/66 (92%) Grade 12: 8/66 (12%) Grade 11: 19/66 (29%) Grade 10: 39/66 (59%)</p>	<p>Black 2/111 (2%) Hispanic 108/111 (97%) Grade 12: 41/111 (37%) Grade 11: 28/111 (25%) Grade 10: 42/111 (38%) <u>Reading</u>(Required to Test) 111/112(99%) White 1/111 (1%) Black 2/111 (2%) Hispanic 108/111 (97%) Grade 12: 41/111 (37%) Grade 11: 28/111 (25%) Grade 10: 42/111 (38%) <u>Math</u> (Required to Test) 107/107 Tested White 1/107 (1%) Black 2/107 (2%) Hispanic 104/107 (97%) Grade 12: 37/107 (35%) Grade 11: 27/107 (25%) Grade 10 43/107 (40%)</p>	
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Subgroups	Quartile	Writing 2006/2007	Writing 2007/2008	Writing 2008/2009	Reading 2006/2007	Reading 2007/2008	Reading 2008/2009	Math 2006/2007	Math 2007/2008	Math 2008/2009
Overall Student	Exceeds			1/106 (1%)		2/62 (3%)			1/64 (3%)	1/106 (1%)
	Meets	36/75 (48%)	15/58 (26%)	52/106 (49%)	42/78 (54%)	27/62 (44%)	60/104 (58%)	35/86 (41%)	27/64 (44%)	59/106 (56%)
	Approaches	32/75 (43%)	38/58 (65%)	49/106 (46%)	27/78 (35%)	27/62 (44%)	35/104 (34%)	22/86 (25%)	19/64 (44%)	19/106 (18%)
	Falls Far Below	7/75 (9%)	5/58 (9%)	4/106 (4%)	9/78 (12%)	6/62 (9%)	9/104 (9%)	29/86 (34%)	17/64 (9%)	27/106 (25%)
	Mean Scale Score	648 (A)	655.4 (A)	662.7 (A)	668.2 (A)	660.8 (A)	677.7 (M)	677.9 (A)	682.4 (A)	685.7 (M)
White (not Hispanic)	Exceeds									
	Meets	1/2 (50%)	1/1 (100%)		2/3 (67%)	2/2 (100%)		1/2 (50%)		1/1 (100%)
	Approaches	1/2(50%)		1/1 (100%)	1/3 (33%)		1/1 not valid	1/2 (50%)	2/2 (100%)	
	Falls Far Below									
	Mean Scale Score	678 (M)	686 (M)	671.0 (A)	694.3 (M)	680 (M)		693.5 (M)	672.5 (A)	688.0 (M)
Black (or African American)	Exceeds									
	Meets		1/1 (100%)	1/1 (100%)		1/2 (50%)	1/2 (50%)	1/4 (25%)	1/3 (33%)	2/2 (100%)
	Approaches	1/1 (100%)			2/2 (100%)	1/2 (50%)	1/2 (50%)	2/4 (50%)		
	Falls Far Below							1/1 (25%)	2/3 (67%)	
	Mean Scale Score	648 (A)	702 (M)	678.0 (M)	649 (A)	693 (M)	681.5 (M)	663.5 (F)	670.3 (A)	694 (M)
Hispanic (or Latino)	Exceeds			1/103 (0.9%)		2/58 (3%)			1/59 (2%)	1/103 (1%)
	Meets	35/72 (49%)	13/56(23%)	50/103 (49%)	40/73 (55%)	24/58 (41%)	59/101 (58%)	33/79 (42%)	26/59 (44%)	57/103 (55%)
	Approaches	30/72 (42%)	38/56 (68%)	48/103 (47%)	24/73 (33%)	26/58 (45%)	33/101 (33%)	18/79 (23%)	17/59 (28%)	18/103 (17%)
	Falls Far Below	7/72 (9%)	5/56 (9%)	4/103 (4%)	9/73 (12%)	6/58 (10%)	9/101 (9%)	28/79 (35%)	15/59 (25%)	27/103 (26%)
	Mean Scale Score	648.6 (A)	654.9 (A)	674.9 (A)	667(M)	660.4 (A)	676.9 (M)	677.3 (A)	681.9 (A)	685.7 (M)
Alaskan Native or American Indian	Approaches							1/1(100%)		
	Mean Scale Score							680 (A)		
Male	Exceeds					1/27 (4%)			1/28 (4%)	1/50 (2%)
	Meets	15/36 (42%)	8/25 (32%)	23/51 (45%)	20/35 (57%)	11/27 (41%)	33/50 (66%)	15/40(37.5%)	14/28 (50%)	28/50 (56%)
	Approaches	17/36 (47%)	15/25 (60%)	26/51 (51%)	12/35 (34%)	13/27 (48%)	10/50 (20%)	10/40 (25%)	6/28 (21%)	7/50 (14%)
	Falls Far Below	4/36 (11%)	2/25 (8%)	2/51 (4%)	3/35 (9%)	2/27 (7%)	7/50 (14%)	15/40(37.5%)	7/28 (25%)	14/50 (28%)
	Mean Scale Score	647 (A)	663.6 (A)	671.1 (A)	668.4 (A)	661.5 (A)	683.3 (M)	675.7 (A)	688.5 (M)	687.9 (M)
Female	Exceeds			1/54 (2%)		1/35 (3%)				
	Meets	21/39 (54%)	7/33 (21%)	28/54 (52%)	22/43 (51%)	16/35 (46%)	28/52 (53%)	20/46 (43%)	13/36 (36%)	31/56 (55%)
	Approaches	15/39 (38%)	23/33 (70%)	23/54 (43%)	15/43 (35%)	14/35 (40%)	19.52 (36%)	12/46 (26%)	13/36 (36%)	12/56 (22%)
	Falls Far Below	3/39 (8%)	3/33 (9%)	2/54 (3%)	6/43 (14%)	4/35 (11%)	5/52 (9%)	14/46 (30%)	10/36 (28%)	13/56 (23%)
	Mean Scale Score	676.4 (A)	649.6 (A)	678.5 (M)	671.6 (A)	669.1 (A)	667 (A)	680.1 (A)	680.4 (A)	682 (A)
SPE	Exceeds									
	Meets		1/4 (25%)	2/8 (25%)	1/1 (100%)	1/4 (25%)		1/2 (50%)		
	Approaches	2/2 (100%)	3/4 (75%)	5/8 (63%)		2/4 (50%)	6/8 (75%)		2/4 (50%)	3/8 (38%)
	Falls Far Below			1/8 (12%)		1/4 (25%)	2/8 (25%)	1/2 (50%)	2/4 (50%)	5/8 (62%)
	Mean Scale Score	657 (A)	628.5 (A)	632.9 (A)	687 (M)	650.3 (A)	639.8 (A)	677.5 (A)	678.8 (A)	652.6 (A)

Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup

The table above represents AIMS average scale scores from 2007 to 2009 in reading, math and writing. A copy of the official AIMS documents, separated by cohort can be found in [attachment](#). **Here are our findings from the data:**

- Writing:
 - **From 2007 to 2008 the percentage of students who met or Exceeded in AIMS writing decreased by 22%.**
 - However, from 2008 to 2009 the percentage of students who met or exceeded in AIMS writing increased by 24%
 - Our overall mean scale scores have steadily increased over the past 3 years.
 - Although our overall mean scale score improved from 2007 to 2009, we still remain in the approaches quartile (15.3 mean points below meets).
 - In our white non Hispanic demographic, our mean scale scores went from 678 (meets) in sp 07, to 686 (meets) in sp 08.
 - There is a decrease in mean scale scores from sp 08 to sp 09. In sp 08 we went from 686 (meets) to 671 (approaches).
 - In our African American demographic, our sp 07 score increased from 648 approaches to 702 meets in sp 08.
 - In our African American demographic, we remained in the meets quartile, however our mean scale scores decreased by 24 mean points from 2008 to 2009.
 - In our Hispanic demographic (our overwhelming majority of students), our mean scale scores steadily increased over the past three years
 - In our male demographic, our mean scale scores steadily increased over the past three years
 - In the past 3 years the mean scale scores for our female students has reached the meets quartile only during 2009.
- Our special education student demographic has remained in approaches quartile during the last 3 years. Our highest mean scale score was in 2007.

Writing Analysis:

- In 2007 -08 we had a language arts teacher who was incompetent and left during the school year. During the remainder of the school year, the classes were taught by substitutes. This negatively impacted our scores.
- In 2007-08 our principal left during of the school year. This impacted negatively the instructional leadership.
- In spring, 2009 we instituted a writing and vocabulary initiative which we feel impacted our writing scores in a positive direction.
- We hired a strong Language Arts teacher for our 9th and 10th graders in the fall of 2009.
- We also offered a Title Targeted assisted reading intervention class to our underperforming 9th and 10th graders in 2009. This helped impact our writing scores in 2009.
- Our SPED mean scale score has shown a consistent drop over the 3 years, but

we have gone from 1 student in 2007 to 8 students in 2009.

- Going forward, we need to implement a writing component across the curriculum (all subject areas).

- Reading

- 58% of our overall student body, who tested, scored meets or exceeds on the AIMS spring assessments in Spring 09. This was an improvement over Sp 07 and Sp 08.
- During the 3 years, our mean scale score suffered during Sp 08. We went from 660.8 (approaches) in sp 08 to 677.7 (meets) in sp 09.
- In our white non Hispanic demographic, we had no valid tests taken in sp 2009. In sp 07 we had a mean scale score of 694.3 (meets) and in sp 08 we declined to 680 (meets).
- In our African American demographic, during sp 08 and 09 we had mean scale scores of 693(meets) and 681.5 (meets). In sp 07 we scored 649 (approaches).
- In our Hispanic demographic, we went from meets in sp 07 to approaches in sp 08 and back to meets in sp 09. Our mean scale scores for sp 07 were 667, sp 08, 660.4, and sp09, 676.9.
- Our male demographic we improved from 2 years of approaches in sp 07 and sp 08 to meets in sp 09. We improved our mean scale score in sp 08 of 661.5 (approaches) to sp 09 of 683.3 (meets).
- Our female demographic decreased their mean scale score from 671.6 (approaches) in sp 07 to 669.1(approaches) in 2007-08 to 667 (approaches) and finally in 2008-09 (approaches).
- Our special education student demographic has shown a steady decline from sp 07, 687 (meets) to sp 08, 650.3 (approaches) to sp 09, 639.8 (approaches).

- Reading Analysis

- In 2007 -08 we had a language arts teacher who was incompetent and left during the school year. During the remainder of the school year, the classes were taught by substitutes. This negatively impacted our scores.
- In 2007-08 our principal left during of the school year. This impacted negatively the instructional leadership.
- In spring, 2009 we instituted a writing and vocabulary initiative which we feel impacted our writing scores in a positive direction.
- We hired a strong Language Arts teacher for our 9th and 10th graders in the fall of 2009.
- We also offered a Title Targeted assisted reading intervention class to our underperforming 9th and 10th graders in 2009. This helped impact our writing scores in 2009.
- Our SPED mean scale score has shown a consistent drop over the 3 years, but we have gone from 1 student in 2007 to 8 students in 2009.
- Going forward, we need to implement a writing component across the curriculum (all subject areas).

- Going forward, we need to implement intervention strategies to assist students who are not performing at grade level.
- Math
 - Our overall mean scale scores have improved over the past 3 years and in sp 09 we met AYP.
 - Our overall mean scale scores improved from 677.9 (approaches) to 682.4 (approaches) to 685.7 (meets) from 2007 to 2009.
 - In our white non Hispanic demographic, we met AYP in sp 07 and sp 09. We underperformed in sp 08.
 - In our African American demographic, we had consistent improvement over the 3 year period and went from falling far below in sp 07 to approaching in sp 08 to meeting in sp 09.
 - In our Hispanic demographic, we improved from approaches in sp 07 and sp 08 to meets AYP in sp 09.
 - Our male demographic has improved from approaches in sp 07 to meets in sp 08 and 09.
 - Our female demographic has remained approximately the same in the 3 year period. Our scores fell into the approaches quartile during the 3 year period.
 - Our special education student demographic has shown a decrease in mean scale score in sp 09 from sp 07 and sp 08.
- Math Analysis
 - In 2007-08 our principal left during of the school year. This impacted negatively the instructional leadership.
 - We hired very strong math teacher in the fall of 2008. He has high expectations for all students.
 - We also offered a Title Targeted assisted math intervention class to our underperforming 9th and 10th graders in 2009. This helped impact our math scores in 2009.
 - Our SPED mean scale score has shown a drop over the 3 years, but we have gone from 1 student in 2007 to 8 students in 2009.
 - Going forward, we need to implement intervention strategies to assist students who are not performing at grade level.

Percentage of limited English proficient students who attain English language proficiency	0% (0/2)	0% (0/2)	
Graduation rate	55%	57%	
Dropout rate	5.7% (227 enrolled, 13 dropouts) Arizona dropout rate was 3.1%	1.8% (217 enrolled, 4 dropouts) Arizona dropout rate was 3.0%	
Student attendance rate	92.15% days present	93.07% days present	
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	0 students	13	
College enrollment rates			
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	See Attachment	See Attachment	
Truants	3 total Truants 3/204 (1.5%)	2 total Truants 2/227 (0.8%)	
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system	All teachers met all requirements in 07-08	All teachers met all requirements in 08-09	All returning teachers met all requirements in 09-10
Teacher attendance rate	98%	96%	95%

B. DESCRIPTION OF LEA'S CAPACITY

B1.a How effective are our processes?

- LEA demonstrates that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II School identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

Behavior for successful restructuring of persistently low achieving schools	What are the strengths? What is in place?	What are the weaknesses? What needs to be put in place?	What changes will be made to address the weaknesses and improve on the strengths?
Standard 1: Leadership Systems			
Administrators are chosen for getting results, influencing others and willingness to change	<ul style="list-style-type: none"> Interview process: The interview process has included preselected questions. The school board interviews qualified candidates using the preselected questions. The candidates are then rank ordered and the selection is made from the rank ordering. 	<p>Weakness and Needs:</p> <ul style="list-style-type: none"> There has not been a clearly defined job description. Qualitative requirements for the position have not been identified and posted. A streamlined process for hiring has not been established and documented. Stakeholder representation has been missing from the panel selected to interview. 	<ol style="list-style-type: none"> Create a clearly defined job description: A job description needs to be written and widely advertised. An interview panel with stakeholder representation needs to be established. A clear rubric for preselected questions needs to be established to ensure a fair and comprehensive effort to hire the most qualified person. Qualitative Requirements for each position. Streamlining the process for hiring: prescreening, preliminary interviews, advanced interviews.

<p>District has a comprehensive plan for recruiting and retaining highly effective teachers and leaders.</p>	<p>All teachers are highly qualified except one, who will not be returning.</p> <p style="text-align: center;">We offer:</p> <ul style="list-style-type: none"> • A competitive pay scale • Arizona State Retirement • Group Health Insurance 	<p>We need to emphasize effective instruction linked to student achievement.</p> <ul style="list-style-type: none"> • Comprehensive plan is not yet in place. 	<ol style="list-style-type: none"> 1. Create a comprehensive plan to hire and retain highly effective teachers and leaders. The plan will include: <ul style="list-style-type: none"> • An incentive bonus established to attract new hires and retain highly effective teachers. • Professional development will be ongoing and job embedded. • Time will be ensured each week to collaborate with staff and focus on effective teaching strategies and other instructional issues. • Teachers will have access to an instructional coach on a daily basis. • Each subject will have appropriate and contemporary resources. • We will have a written school curriculum aligned with the state standards.
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<p>There is a process to evaluate principals' abilities to demonstrate behavioral competencies of instructional leadership</p>	<ul style="list-style-type: none"> The Principal is appropriately certified. 	<ul style="list-style-type: none"> The principal evaluation is not linked to student achievement. 	<ul style="list-style-type: none"> Create a clearly defined process (survey of all stakeholders' related instructional leadership). A rubric will include the Arizona State Standards and achievement targets related to AIMS state assessments and graduation rate. Evaluation will be tied to student achievement.
<p>The LEA aligns personnel evaluations to effective instructional performance.</p>	<ul style="list-style-type: none"> There is a formal evaluation system in place to evaluate personnel based on the EEI model. 	<ul style="list-style-type: none"> Prior to this year we did not have an aligned evaluation system The formative evaluation walkthrough component is weak. 	<ul style="list-style-type: none"> We need to continue with the current formal evaluation instrument and process. Improve the walkthrough evaluation component and process. Increase the number of summative evaluations from yearly to twice yearly. Walkthrough observations will be done weekly at a minimum
<p>The LEA has a process and procedures in place to exempt schools from district policies that restrict innovation; i.e. staffing, budgeting, and scheduling.</p>	<ul style="list-style-type: none"> JSPHS is a single site LEA and is not exempt from Board policies/procedures. However, the board policies do not restrict JSPHS leadership. The board is in support of the transformation model and is communicated with and informed regularly of progress. 	<ul style="list-style-type: none"> JSPHS has not been innovative in its approach to the organizational format. 	<ul style="list-style-type: none"> A formal plan of support will be developed and implemented to support the school improvement plan and allow for leadership decisions based on data and student needs.

<p>District has a plan to monitor implementation of the intervention model or school improvement plan. This would include processes to be used, timelines, benchmarks, consequences, etc.</p>	<ul style="list-style-type: none">• The board has provided support for the implementation of the transformation model with the expectation of regular progress updates.	<ul style="list-style-type: none">• The structure of the plan has not been fully developed.	<ol style="list-style-type: none">1. Create a comprehensive improvement plan. <ul style="list-style-type: none">• Establish Baseline Data in reading and math.• Establish quarterly benchmarks and a progress monitoring format. Clear goals should be established with a plan to correct goals if not achieved.• Bonuses tied to achievement of smart goals. Each teacher should have transparent and clear benchmarks which are part of the school improvement goals.• Establish protocol if goals are not met that may include:<ul style="list-style-type: none">○ loss of bonuses○ non renewal of contract○ teacher growth plan• The principal will be held accountable for achievement of goals and increased student achievement and graduation rate based on the formalized administrative evaluation within a 3 year time frame.• Instructional professional development for staff will be job embedded and ongoing.• All teachers will be required to implement the EEI instructional model with daily lesson plans
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			<p>available for administration at all times.</p> <ul style="list-style-type: none"> • Teachers will be trained in data gathering and effective use to drive instruction • Dual enrollment classes will be offered in technology, language arts and math. • The school day will be extended for tutoring and credit recovery for most needy students. • The school will partner with the Maryvale YMCA and Pioneer Academy in community service for our student body. • The school will create more effective parental involvement.
Standard 2: Curriculum, Instruction and Professional Development			
<p>The LEA has core curriculum that is evaluated and revised annually. Programs & practices are evaluated and discarded in a timely manner if they do not show measurable learning results.</p>	<p>JSPHS has a core curriculum is in place.</p>	<p>Although a core curriculum exists, there has not been an alignment of the curriculum with the Arizona State standards. In addition, curriculum maps and pacing guides have not been developed.</p>	<p>We will establish a process of developing and evaluating our core curriculum which will be revisited and or revised annually.</p> <ul style="list-style-type: none"> • Alignment of the curriculum is a priority • Professional development in the area of curriculum writing and mapping will be provided. • Collaboration between teachers and curriculum coach will be initiated to write and map our

			<p>core curriculum.</p> <ul style="list-style-type: none"> • Evaluation will be based on data (Galileo, AIMS, etc.) assessment and benchmarks where applicable. • A formative assessment data system will be • Weekly review of lesson plans will be done by administration to monitor the effectiveness of instructional strategies and the fidelity of curricular implementation.
<p>The LEA has a professional development plan that allows for PD during the work day and specifically addresses and targets school improvement needs</p>	<p>Specific PD on EEI was provided on two sequential Saturdays. All teachers attended this training and have implemented the EEI format for lesson plans and instruction.</p> <p>Additionally, professional development is provided for all teachers throughout the year.</p>	<p>No specific plan for professional development exists.</p> <p>No job embedded professional development exists.</p>	<p>A PD plan will be put into place to begin the 2010 school year.</p> <ul style="list-style-type: none"> • Professional development time for teachers will be built into the master calendar for 2010. • We will hire a full time instructional coach to help identify professional development needs. • PD offerings will be based on data. • Job embedded professional development will be built into the daily schedule. • Job embedded professional development will be built into the yearly calendar. • Implementation of PD will be monitored. • Evaluation of effectiveness of the implemented PD will be based on

			<p>teacher response and student achievement data.</p> <ul style="list-style-type: none"> Data discussions will be held weekly.
<p>The LEA has negotiated the necessary changes in collective bargaining agreements to provide the LEA/principals with greater control over hiring, placement, and retention of staff.</p>	<p>The LEA does not have a collective bargaining agreement.</p> <p>A policy and procedure is in place for hiring and firing of staff</p>	<p>The principal is not always the main figure in the hiring/firing process or in determination of salaries.</p>	<p>A formal plan of support will be developed and signed by the board to support implemented of the school improvement plan.</p> <p>This will include hiring, retention, and termination of staff as well as salary determinations.</p>
<p>The LEA has a strong teacher evaluation process in place that provides for removing ineffective teachers that aren't committed to the turnaround process.</p>	<p>The evaluation process allows for the non continuation of teachers who are not committed to the turnaround process or ineffective.</p>	<p>The process is not linked to student achievement.</p> <p>A formal removal clause does exist in the evaluation component.</p>	<p>Our evaluation process needs to be modified to include a formal removal clause if certain standards are not met including not being committed to the transformation model.</p> <p>Evaluation also needs to be linked to student achievement. Staff will be involved in the revision of the evaluation process.</p>
<p>The LEA has a systematic process for measuring quality instruction and student engagement including walkthrough procedures</p>	<p>We have an evaluation instrument based on the Arizona State Standards which also includes walkthroughs.</p> <p>A walkthrough form is also utilized.</p>	<p>Our walkthrough format needs to be revised to include components of effective instruction based on the EEI model as well as other research-based components.</p>	<p>We will continue with our evaluation process and work on a more effective walkthrough process.</p> <ul style="list-style-type: none"> We will revise our walkthrough process to include identifying the Essential Elements of Instruction. We should use formal walkthroughs as part of the formal evaluation.

<p>The LEA has a systematic process enabling teachers to collaborate during the work day to use data to improve instruction.</p>	<p>Teacher collaboration has taken place sporadically and is usually spontaneous.</p> <p>Data is available and shared with the staff.</p>	<p>Although data has been collected, it has not been used to drive instruction. Time for collaboration has not been job embedded or part of the teacher schedule.</p>	<p>A focus on data will become part of the instructional process.</p> <ul style="list-style-type: none"> • We will hire a data/test coordinator. • Teachers will collaborate with the instructional coach and/or each other on a weekly basis. • Job embedded collaboration time will be built into the daily schedule. • Data will be used as a focus of discussion to help drive instruction. • We will establish professional learning communities within the school to collaborate and review data.
<p>Standard 3: Assessment System</p>			
<p>The LEA has a comprehensive data warehouse system that allows for the collection of student data down to individual student performance</p>	<p>Student achievement, such as AIMS, is currently stored in schoolmaster.</p>	<p>The AIMS assessment tool is our single point measurement.</p> <p>There are gaps in the collection of data.</p> <p>There is no effective LEA management system that allows for the collection and analysis of data.</p> <p>Lack of data impedes effective instruction.</p> <p>Some data collection, such as discipline, is done manually.</p>	<ul style="list-style-type: none"> • We will implement for a better data warehouse system which will include multiple data sources. • We will hire a data specialist to help us compile and interpret collected data in the appropriate software. • Data discussions will be scheduled on the master schedule as part of job embedded P.D.

<p>The measurement of student learning is used to better support systemic, programmatic and instructional decisions, and is part of the core work of the district and schools.</p>	<p>Student achievement data is collected and reviewed. Assessments are given yearly and the data is used for correct placement of students in appropriate class levels.</p>	<p>Lack of data impedes effective instruction. There is no consistency in the tracking of data. Student placement data is not highly accurate.</p>	<p>We will use formative and summative assessment data to measure student learning to help drive instructional decisions.</p> <ul style="list-style-type: none"> • We will incorporate Galileo reading, writing and math. We will gather data from test scores, benchmarks, etc. to help drive instructional decisions. • Benchmarks will be created for the all disciplines. • Placement assessments will be given yearly and adjusted based on results.
<p>Clear LEA/school goals are set based on what students need to know, think, and do for personal, economic, and civic success for the 21st century.</p>	<p>These goals are reflected in our Mission and Vision Statement: “To provide college bound students with lifelong learning skills through creative educational approaches, technology, effective communication and opportunities to build a strong foundation of character and ethics.</p> <p>Goals are currently based on AYP needs.</p>	<p>School goals need to be revisited annually and based on data analysis.</p> <p>School goals need to be continually communicated to all stakeholders.</p> <p>ECAPs need to be developed and reviewed on a regular basis.</p>	<p>ECAPs will be reviewed with students and parents on a quarterly basis and modified as needed.</p> <p>Goals will be collaboratively developed which clearly reflect or support the mission and vision statement.</p> <p>Goals will be reflective of students needs based on data.</p>
<p>The LEA has a system in place to train and support teachers in using data to drive instruction.</p>	<p>AIMS scores have been the only means of data used for instructional purposes.</p>	<p>PD is needed to train teachers on how to use data to drive instruction. PD is also needed to help teachers identify students needing intervention and to determine appropriate interventions.</p>	<p>We will create a system to train and support teachers in using data to drive instruction.</p> <p>We will hire a full time instructional coach to support teacher learning. We will hire a part time data specialist to interpret data and for more effective instruction.</p> <p>Teachers will incorporate the EEI model of instruction.</p> <p>Teachers will speak the same language related to data.</p>

Standard 4: Culture, Climate, and Communication			
<p>District staff, school board members, and association members work together to make the dramatic changes the restructured school(s) need for improving student learning</p>	<p>The Board is receptive to input from the administration and supports the need for change to increase student achievement.</p>	<p>Although change occurs, it is not dramatic.</p> <p>Clear expectations for teachers are not in place and not linked to student achievement.</p>	<p>The School Board is in place to successfully work together to support change.</p> <ul style="list-style-type: none"> • Restructuring will be one of the main focuses at board meetings. • The Board will be kept apprised of the implementation of the Transformational Model. • The School Board and district staff recognize and support the need for dramatic change in order to promote the college preparatory philosophy. • The school Board will work with the principal to ensure the restructuring model is implemented. • The Board will sign a statement of support for implementation of the transformation model to make the dramatic changes necessary for improving student learning.
<p>The LEA sets school improvement as a priority and adheres to the implementation and monitoring of the school's goals, including consistently monitoring improvement timelines for student achievement</p>	<p>Achievement goals have been established. SMART goals have been in place for the past two years. The Board supports the restructuring of the school based on the transformational model.</p>	<p>The LEA views student achievement as a priority. However no timelines related to school goals is currently in place. While goals have been established they are based on single point measurement data.</p> <p>There has been no alignment of the curriculum. No formal written</p>	<p>Monitoring student progress will be a school goal.</p> <ul style="list-style-type: none"> • Every teacher will have a job description outlining the goals and teacher expectations related to student achievement. • Every student will be tested

		<p>curriculum exists.</p> <p>Interventions have not been effectively implemented.</p>	<p>quarterly. A baseline will be established with the first assessment and subsequent assessments will serve as benchmarks to track student growth. Scores will drive instruction and intervention.</p> <ul style="list-style-type: none"> • Core subject areas will be aligned to the state standards through curriculum mapping. • The EEI model will be implemented with fidelity related to instruction which includes consistent lesson plan format. • Interventions will be implemented for low achieving students and modified as needed based on data.
<p>The LEA has a valued culture of high expectations for student achievement including established vision, mission, and goals.</p>	<p>The mission and vision statement reflect a belief in high expectations.</p> <p>Mission: “To provide college bound students with lifelong learning skills through creative educational approaches, technology, effective communication and opportunities to build a strong foundation of character and ethics.”</p> <p>Vision: “To create an innovative, ever changing environment; which produces leaders with a commitment to excellence, who will impact the world in which they live.”</p> <p>Jsphs participates in the National Honor Society and holds yearly inductions.</p>	<p>High expectations for students are assumed but not clearly defined or communicated.</p> <p>Accountability relies on AIMS</p> <p>The vision and mission statement are not visible throughout the school.</p> <p>Vision and Mission are not promoted in the school and community.</p> <p>There is no written and aligned curriculum.</p> <p>There are no measurable goals.</p> <p>Progress reports need to be standardized and regular.</p>	<p>The Mission and Vision will be posted throughout the school. We will also dialogue with stakeholders about the high expectations of the school. Goals need to be developed that are measurable and addressed.</p> <ul style="list-style-type: none"> • Student Achievement • Graduation Rate • CRTs • Quarterly Benchmark Assessments <p>Student progress reports will be provided mid quarter and report cards quarterly.</p> <p>Recognition and reinforcement of student successes will be publicized and communicated to parents and the community.</p>

			High expectations will be communicated to students and parents through conferencing, entry orientation and ECAP reviews.
All staff members are held accountable for increased student achievement.	<p>The staff believes that all students can achieve.</p> <p>They willingly give time to provide extra tutoring or re-teaching sessions.</p>	Teacher effectiveness has not been linked to student achievement.	<p>A system of accountability will be established.</p> <ul style="list-style-type: none"> CRTs will be established in all classes (math excluded, Galileo will be used). <p>Results will help to determine:</p> <ul style="list-style-type: none"> Financial incentives Opportunities for promotion Career Growth Flexible work conditions <p>The instructional coach will be intricately involved in helping teachers implement effective instructional strategies to promote student achievement.</p>
The LEA is committed to involving community/Parent in the restructuring process including communicating current reality, new vision, buy in, and silencing of naysayers.	<p>The transformation model has been communicated to all stakeholders.</p> <p>We hold teacher parent/conferences two times per year.</p> <p>We recognize the importance of parent involvement.</p>	<p>No formal system is in place to involve parents in the decision making process at JSPHS.</p> <p>We do not elicit any input from any stakeholders outside the School Board.</p>	<p>The school will enter into a partnership with PIRC. We will establish a plan that utilizes parent engagement as a strategy for reaching student improvement goals.</p> <p>PIRC will be asked to conduct a needs assessment related to school climate and address the question, “Is the school parent friendly?”</p> <p>The principal and assistant principal, with PIRC support, will be responsible for implementing the parent involvement component.</p> <p>In order to improve input outside the School Board, We will do the following:</p>

- Schedule regular Board Meetings
- Put the Board Meetings on the school calendar and website calendar
- Actively seek stakeholders (parents, teachers, community members) outside the Board to regularly participate in the decision making process regarding school improvement and student achievement.
- Clearly communicate with stakeholders timings and location of scheduled Board Meetings.

An email address as well as Feedback Box located on school grounds will be provided to all stakeholders.

We will implement a system for parents to monitor their academic achievement.

Individual parent meetings will be held with all parents, informing them of JSPHS participation in the transformation model including showing and explaining the plan. These meetings will begin in May.

At least two computers will be designated for commuter use for parents.

Create a welcome center for parents during 2011-12.

<p>Standard 5: Resource Management</p>			
<p>The LEA has prioritized the reallocation of resources to schools in improvement including personnel, funding, programming, etc.</p>	<ul style="list-style-type: none"> • Collaboration between the director and the board takes place on major budgetary issues. • Decisions can be made in a timely manner 	<p>Site fiscal decision making is limited.</p> <p>Prioritization of resources must be based on student/instructional needs reflected in the data.</p>	<ul style="list-style-type: none"> • The LEA will support the principal in the reallocation of resources. The principal will use data to support resource reallocation regarding: • Personnel • Funding of all academic programs and interventions. • Any resources related to school improvement. • The Board will sign a statement of support for implementation of the transformation model to make dramatic changes necessary for improving student learning.
<p>LEA leverages funds in order to design a viable sustainability plan for future years.</p>	<p>There is a plan in place to move to a new facility which will promote student growth.</p> <p>Increased student membership will increase the M&O budget creating an increase in the funding stream to ensure sustainability.</p>	<ul style="list-style-type: none"> • Our current school facilities do not allow for student expansion. • We have limited business partnerships. • There are no resources allocated to recruit or promote the school. • Additional funding sources will be researched. 	<p>The strategies are:</p> <ul style="list-style-type: none"> • To attract more students with a new facility: (Increase enrollment 20% per year beginning in 2011-12). • Will reallocate funds for the promotion of the school and recruitment of students. • Increasing enrollment will be a priority. • Continue to pursue federal grants • Establish business relationships and build business partnerships.

<p>The LEA Consolidated Plan includes strategies/action steps aligned to school improvement needs (Sustainability)</p>	<p>In school year 2009 we were a title one school and had a consolidated plan. In 2010 we were Title 1 eligible but declined Title funds. We did not have a consolidated plan. We will be title one again in 2011 and will have in place a consolidated plan.</p>	<p>Currently there is no consolidated plan in place.</p>	<p>We will follow the strategies and action steps identified in this transformational model.</p> <p>Current data will be examined when developing the elements of the plan and used to establish goals.</p> <p>Strategies include:</p> <p>(Strategy) Financial incentives</p> <ul style="list-style-type: none"> • Action Step: incentives based on : <ol style="list-style-type: none"> 1. Data on student growth 2. Collections of professional practice reflective of student achievement 3. Increased high school graduation rates <p>(Strategy) Increased opportunities for promotion and career growth</p> <ul style="list-style-type: none"> • Professional development opportunities • Job embedded C&I coach • Curriculum aligned with state standards • Data drives the instruction <p>(Strategy) More flexible work conditions</p> <ul style="list-style-type: none"> • Provide teachers with opportunities to attend professional development conferences. • Staffing (team building) • Calendars/time • Budgeting • Substitute teachers pay to allow teacher PD.

			<p>(Strategy) School will receive ongoing technical assistance</p> <ul style="list-style-type: none">• Job embedded C&I coach• Data specialist• Reading specialist• Read 180 program• A+ credit recovery program• Math Tutor• School data software specialist <p>(Strategy) Transition Program for Middle School Students Entering High School</p> <ul style="list-style-type: none">• Summer transition program for 8th graders (Freshman Academies).• ECAPS will be established for each incoming freshman. <p>(Strategy) Ongoing tutoring program</p> <ul style="list-style-type: none">• Part time tutoring in reading and math as part of the school day.• Credit Recovery program (A+) for students who are behind in credits.
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B1.b Describe the actions the LEA has taken or will take to address the following:

	<p align="center">Actions LEA has taken:</p>	<p align="center">Actions LEA will take:</p> <p align="center">Include a general timeline</p>
<p>Design and implement interventions aligned with the requirements of the selected model;</p>	<ol style="list-style-type: none"> 1. We have a policy that all teachers must be highly qualified by spring of 2010. Those not highly qualified will not be retained. 2. We have a dual enrollment program in technology and language arts. We have a commitment to increase the program. 3. The teacher evaluation tool is based on the Arizona Teaching Performance Standards. 4. We have a summer transition program for in-coming students. 5. Our instructional format is based on the EEI model. 6. We offer an online opportunity for students who are behind in credits. 7. JSPHS conducted a needs assessment on the Standards and Rubrics to identify goal areas. 8. We have developed job descriptions for new positions – curriculum/instruction data specialist, interventionists, assistant principal. 	<p>Significant changes in teaching and learning:</p> <ul style="list-style-type: none"> • Implement a new student/data management system including training (July-August) • Implement the read 180 program: (Throughout the school year) • (EEI model, data driven instruction): (Throughout the school year, Quarterly assessments) • Increased Rigor (dual enrollment) • Integration of technology into the curriculum and for data gathering purposes. • Freshman Academies (transition from middle to high school): (Summer) • Summer school (on going) • Provide Credit Recovery Opportunities (A+) (on going) (0 and 7th hour day extension) • Computer assisted instruction (A+)(on going) • Re teach on progress monitoring (on going) • Reading, Writing, Math initiative (on going) • Tutoring (on going)

- Using and integrating technology support and interventions: (on going)

Curricular needs:

- Ongoing professional development (written into the master calendar)
- Curriculum based on the Arizona State Standards (2010 school year)
- Use of data to identify curriculum and instructional needs. (2010 school year)
- Vertically align curriculum (2010 school year)
- Integrating reading, writing and math I the curriculum.
- Collaboration between teachers on a weekly basis.

Recruitment and retention of highly effective staff:

- Advertise and recruit for new positions (May-June)
- Interview and hire new personnel, pending grant approval (May – June).

- Staffing:

Job embedded curriculum and instruction specialist.

Data specialist

- Professional Development Days (bi monthly)

- Financial incentive for highly effective staff.
- Competitive pay scale and benefits for teachers.
- Rigorous college bound curriculum. (AP program)
- Professional Development and training for all staff.
- Establish teacher orientation on the implementation of the plan and continue curriculum alignment, mapping, and development of pacing guides. (July)
- Technology for collection of data.
- Substitute teachers to allow for staff PD
- Low teacher/student ratio

Evaluation and use of data and assessment

- Pre and Post test students for student placement, basic skill level and intervention. (Benchmark testing based on curricular alignment and pacing). We will implement CRTs, assessment tools (i.e. Galileo, Read 180).
- Use data to identify and implement instructional programs and needs that is research based and vertically aligned. (on going)
- Promote the continuous use of data in order to inform and differentiate instruction (formative, interim and summative) to meet

the academic needs of individual students.
(Student Response System, Galileo).

Comprehensive Professional Development Plan:

- Develop a master schedule and school calendar to provide collaboration time and professional development. (June)
- Job embedded professional development utilizing a curriculum and instruction specialist.
- Ongoing professional development using data to drive a rigorous curriculum and instruction.
- Instituting a system for measuring changes in instructional practices resulting from professional development.

Monitoring process to be used

- Conduct regular observations to ensure that the curriculum is being implemented with fidelity.
- Daily formal or informal walkthroughs.
- Summative and formative evaluation assessments.
- Daily, weekly and monthly instructional coaching.

Parental and Community Engagement

- Encourage parent and community involvement that is designed to support

		<p>classroom instruction and increase student achievement</p> <ul style="list-style-type: none"> • Parent participation with ECAPS • Holding public meetings involving parents and community members to review school performance and develop school improvement plans. • Survey parents and community for satisfaction. • Implement feedback procedures for parents and community members. • Coordinating with social and health service providers to help meet family needs. • Join PIRC (create partnership and work with PIRC)
<p>Describe the process the LEA will use to screen and select quality external providers;</p>	<p>External providers have not been utilized at JSPHS, therefore, we do not a process in place to screen and select quality external providers.</p>	<p>External providers will be determined by school improvement needs.</p> <p>We will look at past performance with other schools/LEAs with whom the external provider has been contracted. The guiding question will be: What were the results of their efforts? The external provider should be able to show improved grades or students who showed meaningful improvement on AIMS scores.</p> <p>The external provider will submit a scope of work delineating all services and outcomes associated with the contract.</p>

Alignment of other resources;

- We have qualified for ERATE
- We are eligible for NSLP
- We receive funds from IDEA
- Title Funding

The following grants will help to facilitate our school improvement plan:

Erate:

- We will continue to reapply for this grant
- Funding is based on free and reduced lunch program.
- The fund has given us the ability to expand our technology program. It has enabled us to create an aggressive technology plan.
- The fund has created the infrastructure needed to support the intervention programs and technology integration called for in the 1003 (g) grant.
- The E-Rate grant supports the entire school implementation processes.
- Our school qualifies for this grant based on need, a state approved technology plan, sustainability, and an established bidding matrix.
- The school must have the capacity to use what is asked for.
- Maintain accurate and appropriate records/data.

IDEA: The grant will help us fund and maintain our current special education program.

- We will continue to reapply for this grant.
- Requirements are based on number of

special needs students.

- The purpose of the grant is to provide the school with the quality resource service needed for special needs.
- The grant targets all special needs students at JSPHS.
- The guidelines include adhering to IEP plans.
- The grant requires a monthly state reporting component and a year/end compliance report.

Title funds for 2010-2011

- Create targeted assisted tutoring for the 25% most needy students in math and reading.
 - This will be determined using the following data:
 - Galileo Assessments
 - AIMS Assessments
 - Reading and Math Grades
- Purchase supplemental resources to help tutors implement programs for needy students in math and reading.

Policies and Practices LEA will modify to enable its schools to implement the selected intervention(s) fully and effectively

- Will require new faculty and para-professionals to be highly qualified and certified.
- Will give support to the principal in overseeing the implementation process of the school improvement plan including:
 - Staffing
 - Academic decisions
- Will require the principal and director to work collaboratively with the school improvement plan and the school budget.
- Will require the implementation of bi monthly professional development throughout the school year.
- Will encourage professional development for teachers.
- Will support the teacher evaluation process used in 2009. We will include formal and informal walkthroughs in the evaluation procedure.
- Will modify teacher benefits to include additional sick leave, professional days.
- Will approve the calendar to be revised to accommodate bi-monthly professional development days based on 185 school days.
- Will implement a 0 and 7th hour to extend the school day.
- Will use multiple data sources to drive

		instruction aimed at improving student achievement.
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- Will institute progress monitoring.

C. ROOT CAUSES

How did we get to this place?

After the data, including information on capacity, has been analyzed the LEA must determine the root causes from the results. Based on the analyzed information, examine possible reasons for current level of performance. This requires the LEA to move from problem identification to problem solving.

C.1 Provide the conclusions the LEA has reached, that is based on the analyzed data from the previous section.

- Include the data used for analysis, the observations, findings, identified root causes, and conclusions reached by the team.

1. Data used is

- a. 3 years AIMS scores in math, reading and writing,
- b. 3 year Graduation Rate.
See Attachment .

2. Observations:

- a. The neighborhood we are located in plays into the issue of grad rate.
- b. 95% of the student population receives free and reduced lunch.
- c. The school has traditionally accepted at risk students, therefore some of our students enter far behind in credits.
- d. We also have a culture where some of our students are pressured at home to work full time to support the family during their high school years and this leads to early drop outs.
- e. Our neighborhood is very transient and families frequently move in and out.
 - 2006-2007: 213 enrolled/72 dropped (student mobility rate of 33%)
 - 2007-2008: 233 enrolled/81 dropped (student mobility rate of 34.7%)
 - 2008-2009: 219 enrolled/65 dropped (student mobility rate of 29.6%)
- f. With the result of the new Arizona State Bill 1070, our parents have come forth and expressed a strong concern about keeping their students at our school.
- g. In 2008 our AIMS scores dropped significantly in writing.
- h. Graduation rate improved significantly over the 3 years but remains below 60%.
- i. A change in leadership occurred at the beginning of the school year (2007-2008).
- j. There was a change in math and language arts teachers in 2008-09.
- k. We introduced a math, reading and writing initiative.
- l. Rigor in math and language arts increased in 2008-09.
- m. Lunchtime tutoring was instituted.
- n. We offered a math and reading class to our most needy 25% of the students in grade 9 and 10 (2008-2009).
- o. An ECAPS was initiated but not completed.

3. Findings:

- a. Rigor in math and language arts has impacted AIMS scores in a positive direction.
- b. Aims math scores have improved since we implemented lunchtime tutoring in math.
- c. The writing, math and vocabulary (reading) initiative has impacted student achievement in a positive direction.
- d. Although our AIMS scores have improved during the past 3 years, student academic performance has not improved enough to

bring our graduation rate above 60%.

4. Identified root causes:

- a. There was no early intervention program related to low student achievement especially at the 9th and 10th grade level during past three years.**
- b. There has been a lack of consistency related to parent/teacher involvement regarding student achievement.**
- c. There was not a specific ECAP type process in place to track and discuss academic achievement.**
- d. There is no reading and math intervention program in place.**
- e. Credit recovery has been limited and offered to a select few during the past 3 years**
- f. The curriculum used has not been fully aligned to the state standards.**
- g. Curriculum mapping has not been developed or implemented at JSPHS.**
- h. Data has not been used to drive instruction.**

5. Conclusions:

- a. When we added the writing, math and vocabulary (reading) initiative component student achievement on AIMS assessments improved.**
- b. We need to create an early intervention process by adding staff (math and reading interventionists).**
- c. We need a credit recovery program to provide all students the opportunity to recover credits and accelerate credits.**
- d. We need to increase the school day by adding a 0 and 7th hour.**
- e. We need to modify the school calendar to include professional development time for teachers.**
- f. We need to ensure that there is collaboration time for teachers during the school day.**
- g. Academic expectations of parents and teachers need to be set high.**
- h. Communication between the teachers and parents needs to improve.**
- i. Parental participation needs to increase in all aspects of the school.**
- j. A written curriculum needs to be in place by the end of 2010-2011.**
- k. We need to establish an ECAP process with a parent component.**
- l. The teachers need to use data to drive instruction.**

6. Summative and formative assessment data need to drive instruction.

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

<i>Student Strengths</i>	<i>System Strengths</i>	<i>Student Needs</i>	<i>System Needs</i>	<i>School Barriers</i>	<i>District Barriers</i>
Students have met AYP AIMS assessment requirements in math and reading during the past 3 years.	Math, Vocabulary and Writing is taught across the curriculum.	Early intervention to identify low achieving students and students who need credit recovery.	Supplemental resources to facilitate low achieving students.	Financial Resources	High Crime Area
Community Service	Each student writes four essays based on the six traits during the school year. These essays equal or exceed the AIMS requirements.	More parent involvement related to early intervention.	Increase student population.	Transportation Issues	High Poverty Area
Self Reliant	Each teacher teaches common tier two words each week. This is a school wide initiative.	The development of individual ECAPS which will include parental involvement.	Online opportunities to give the school an online component to help students with credit recovery and accelerate gifted students	Parental/School Language Barrier	Cultural (culture, community, socio-economic status)
Ability to self organize for intramural activities.	AIMS math preparation.	Credit Recovery Opportunities	Math Interventionist to help students who are performing below grade level.	High school mobility	Budget Limitations.
Value their own education.	The school is a Cisco Academy. Microsoft Testing Center.	Increase Rigor	Teacher Collaboration Time		
Our students	The school maintains a	Providing advanced	Achievement Data		

exhibit good character.	low teacher to student ratio.	course work.	Collection and Analysis		
Motivated to perform academically.	The school uses online classes to help students recover credit.	Engaging Instruction	Power School Conversion: to help school with collection of data, clean data referencing graduation rate. It is also to help with the parent participation component. It will provide parent access for the monitoring of student academic performance.		
	The school has dual enrollment in language arts and technology.	Job ready and/or college ready skills.	Professional Development		
	The school has a freshman orientation for incoming 9 th graders.		Upgrades in technology.		
	We have increased our AIMS writing scores over the past 3 years: 2007: 2008: 24% 2009: 45%		Core curriculum materials for math, social studies and science.		
	We have increased our graduation rate each of the last 3 years. 2007: 45% 2008: 55% 2009: 57%		Data Specialist-Test Coordinator: to compile data reports and help teachers read and understand data.		
	We have increased our percentage of student post secondary enrollment each of the last 3 years:		Curriculum and Instruction Coach/ to help teachers become better teachers and ensure		

	2007: 47% 2008: 55% 2009 68%		JSPHS has a written curriculum.		
			<p>Assistant Principal: to assume duties to help support the principal in overseeing the improvement plan and be the instructional leader. Assistant Principal duties will include but is not limited to the following:</p> <ul style="list-style-type: none"> • Support the principal with professional development • Walkthrough evaluations. • Federal Projects/Title 1 Coordinator • Parent involvement and community resources • Erate Coordinator • Discipline • See Job Description Attachment 		
			Reading and Math Interventionist: to help low achieving students in reading and math.		
			Foreign language		

			curriculum and resource materials		
			A 0 and 7 th hour added to the school day to address student achievement and credit needs.		
			The school needs written curriculum aligned to Arizona State Standards for all courses offered.		
			The school needs updated school text books for courses offered.		
			We need additional computers to improve our data collection and student access to resources.		
			Each teacher needs to be responsible for teaching tier 3 words to prepare students for the college board exams.		

C.3 Provide an outline of the steps the district will take to address the needs and barriers of the school, as well as, the district’s needs and barriers in supporting this school.

1. The JSPHS school will begin the school improvement plan and have it fully implemented within the 3 year time frame of the Grant. The district will add the following:

I. Curriculum Development and Instruction:

- Curriculum and Instruction Coach (Selected by Leadership Team and in place by July 2010)

- The C&I coach will provide job embedded professional development related to curriculum and instructional coaching. This will provide teachers with the guidance needed to provide a written curriculum, align curriculum and lesson plans to state standards and use data to drive instruction.

II. Staff Development/ Professional Development(job embedded)

- Professional Development outside contract days:

- Two weeks prior to the beginning of the 2010 school year, all certified staff will return to begin the curriculum writing process. (Principal, Assistant Principal, C&I coach--Completed in July 2010)

- We will have bi weekly staff development (Principal, Assistant Principal, C&I coach--in place by August 2010)

- Curriculum Mapping
- Data to drive instruction
- Lesson planning (Essential Elements of Instruction)
- Effective use of new resources
- Teacher collaboration time
- Administrator/Teacher collaboration

- We will provide professional development to help teachers with our student response system.

III. Staffing

- We have changed the principal and 40% of the teaching staff. (Leadership Team--Completed by July 2010)

- All teachers will be highly qualified in 2010. (Principal--Completed by August 2010)

- We will hire intervention teachers in math and reading. (Leadership Team--Completed by August 2010)

- We will hire an Assistant Principal to handle discipline, grant writing and coordination, and other administrative duties to help support the principal in order to implement the transformation model. (Leadership Team--Completed by August 2010)

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- We will hire a data and assessment specialist to transform our school to a data driven school. (Leadership Team--Completed by July 2010)

- We will hire a Curriculum and Instruction coach to help improve curriculum and instruction. (Leadership Team--Completed by July 2010)

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- We will hire a paraprofessional for the Read 180 program. (Principal, Assistant Principal--Completed by August 2010)

- Substitute teachers to cover for teachers attending professional development. (Director, Principal--Completed by August 2010)

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- Teacher and administrator stipends; high needs and performance based: (to be implemented at the end of 2010-11 school year and ongoing for the length of the grant)

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IV. Programs

- We will offer the A+ program for credit recovery, teacher resources, grade level intervention, accelerated credit attainment, AP courses. All teachers will be trained on the A+ program in order to best meet the needs of the students. (Parts of this will be implemented at the beginning of the 2010-11 school year and all of it implemented by 2012-13)

- We will offer Read 180 to students who fall below grade level in reading. This program will be run by the reading interventionist. (Principal, teachers, interventionists--to be implemented and ongoing in 2010-11)

- We will offer Galileo as a benchmark assessment and use the data to help drive instruction. (Principal, Assistant Principal, Data Specialist, Teachers--to be implemented and ongoing 3 times per year beginning in 2010-11 school year)
- We will implement a student response system in order to help teachers with formative assessments and instant data. (Principal, Assistant Principal, Data Specialist, Teachers, C&I, Interventionists--to be implemented and ongoing 3 times per year beginning in 2010-11 school year)
- We will implement Power School to help with data and parent participation. (Principal, Assistant Principal, Data Specialist, Teachers to be implemented and ongoing 3 times per year beginning in 2010-11 school year)
- We will implement the Freshman Academies to facilitate the transition from middle school to high school. (Principal, Assistant Principal, Counselor, Teachers--to be implemented and ongoing beginning in 2010-11 school year)
- We will offer summer school. (We will begin this program beginning after the 2010-11 school year. This will be an ongoing process.)

V. Resources

- We will offer the A+ program for credit recovery, teacher resources, grade level intervention, accelerated credit attainment, AP courses. (Parts of this will be implemented at the beginning of the 2010-11 school year and all of it implemented by 2012-13)
- We will offer Read 180 to students who fall below grade level in reading. (Principal, teachers, interventionists--to be implemented and ongoing in 2010-11)
- We will offer Galileo as a benchmark assessment and use the data to help drive instruction. (Principal, Assistant Principal, Data Specialist, Teachers--to be implemented and ongoing 3 times per year beginning in 2010-11 school year)
- We will implement a student response system in order to help teachers with formative assessments and instant data. (Principal, Assistant Principal, Data Specialist, Teachers, C&I, Interventionists--to be implemented and ongoing 3 times per year beginning in 2010-11 school year)
- We will implement Power School to help with data and parent participation. (Principal, Assistant Principal, Data Specialist, Teachers to be implemented and ongoing 3 times per year beginning in 2010-11 school year)
- We will provide text books in all of our core classes. (Leadership Team, Teachers, C&I, Interventionists--to be implemented in 2010-11)
- We will update the computers to help integrate technology and become data driven. (Leadership Team, Teachers, C&I, Interventionists, Technology person--to be implemented and ongoing in 2010-11)

VI. Parental Involvement Implementation

- We will join PIRC. . (Principal, Assistant Principal--to be implemented and ongoing in 2010-11)
- We will implement Power School to help with data and parent participation. (Principal, Assistant Principal, Data Specialist, Teachers to be implemented and ongoing 3 times per year beginning in 2010-11 school year)
- We will use Power School to provide real time data about student achievement. (to be implemented and ongoing in 2010-11)
- We will offer parents use of school computers during and after school. . (Counselor, Assistant Principal--to be implemented and ongoing in 2010-11)
- We will require parent involvement in the Freshman Academies. (Counselor, Principal, Assistant Principal, Teachers, C&I, Interventionists--to be implemented and ongoing in 2010-11)
- We will require parent involvement in the ECAPS process. (Counselor, Principal, Assistant Principal, Teachers--to be implemented and ongoing in 2010-11)
- We will require all parents to meet the principal and discuss school and student issues (high expectations). (Principal--to be implemented and ongoing in 2010-11)

- We will include parents in the decision making process at School Board Meetings including regular scheduling of School Board Meetings. (Leadership Team, Board--to be implemented and ongoing in 2010-11)

VII. Credit Recovery Program

- We provide baseline and benchmark assessments to identify low achieving students. (Data Specialist, Teachers, Interventionists, Counselor, Principal, Assistant Principal--to be implemented and ongoing in 2010-11)
- We will provide intervention classes for below grade level students in math and reading. (Data Specialist, Teachers, Interventionists, Counselor, Principal, Assistant Principal--to be implemented and ongoing in 2010-11)
- We will provide students with online course options to recover credits. (Data Specialist, Teachers, Interventionists, Counselor, Principal, Assistant Principal--to be implemented and ongoing in 2010-11)
- We will increase the minutes of our school day with a 0 and 7th hour. (Leadership Team--to be implemented and ongoing in 2010-11)
- We will provide tutoring during our 0 and 7th hour. (Counselor, Principal, Assistant Principal, Teachers, Interventionists--to be implemented and ongoing in 2010-11)
- We will provide credit recovery classes during our 0 and 7th hour. (Counselor, Principal, Assistant Principal, Teachers, Interventionists)
- We will offer summer school. (Counselor, Principal, Assistant Principal, Teachers, Interventionists)

VIII. Extended Day

- We will increase the minutes of our school day to include a 0 and 7th hour. (to be implemented and ongoing in 2010-11)
- We will continue our 185 school days per year. (to be ongoing and continuous in 2010-11)

IX. Post Secondary Guidance and Tracking

- We will track our student's post secondary career and educational progress. (to be implemented and ongoing in 2010-11)

X. Data based school

- We will hire a data specialist to help accumulate meaningful student data. (Leadership Team--to be implemented and ongoing in 2010-11)
- New Principal: (Leadership Team--to be implemented in 2010-11)
- Assistant Principal (Leadership Team--to be implemented and ongoing in 2010-11)
- Data Specialist/Test Coordinator. (Leadership Team--to be implemented and ongoing in 2010-11)
- Math Interventionist (Leadership Team--to be implemented and ongoing in 2010-11)
- Reading Interventionist (Leadership Team--to be implemented and ongoing in 2010-11)
- Read 180 to help facilitate needy students. (to be implemented and ongoing in 2010-11)
- A+ to give the school an online component to help students with credit recovery and accelerate gifted students. (to be implemented and ongoing in 2010-11)
- Student Response System. (to be implemented and ongoing in 2010-11)
- Paraprofessionals (read 180) (to be implemented and ongoing in 2010-11)
- Cisco Systems (Implemented and ongoing)
- Power School Conversion. (to be implemented and ongoing in 2010-11)
- Text books and resources for every class (complete class set). (to be implemented in 2010-11)
- Update technology to include new computers for computer lab, read 180, teachers and administrators. (to be implemented and ongoing in 2010-11)
- Teacher Professional Development (to be implemented and ongoing in 2010-11)

- Galileo (Benchmarks, Measure growth in Math and Reading) (to be implemented and ongoing in 2010-11)

**Our Leadership Team consists of representation from the Board, Administration, Teachers, and Staff. Currently, there are no parents on the team but we will recruit parents, community members, etc. to serve on the Leadership Team during the summer of 2010.

C.4 Identify the intervention model that is chosen for each Tier I and/or Tier II school. Provide a brief justification - including how student achievement will be improved by this model.

We selected the transformational model. We believe that our school has demonstrated capacity to address the graduation rate shortfall.

The transformational model will allow the school the flexibility to address this problem in a comprehensive way. This model will increase rigor by offering opportunities to our students to enroll in advanced course work (AP), dual enrollment programs and thematic learning academies that will prepare our students for college and careers.

This model will provide appropriate supports designed to ensure that low achieving students can take advantage of these programs and course work.

This model will increase graduation rate through credit recovery programs, re engagement strategies, smaller learning communities, competency based instruction and performance based assessment and acceleration of basic reading and mathematics skills. This model will give us the opportunity to establish early warning systems to identify students whom may be at risk of failing to achieve high standards or to graduate.

Student achievement will increase through applied interventions, data driven instruction, research based instructional strategies, best practices, increased parental involvement, and student accountability for their own learning.

Students Achievement Improvement

- Student Engagement will improve
 - Through the use of the student response system, all students will be required to actively participate during lessons and will be given immediate feedback.
 - Through the use of A+, better differentiation, based on best practices, will be possible. Students will be engaged because A+ will provide teacher tools to allow students to work at the appropriate skill level.
 - The curriculum and instruction coach will help teachers with scope and sequence which will help to eliminate dead time in class.
 - We will target professional development for teachers and administrators to become proficient in using the student response system, A+ and issues surrounding student engagement.
- Student Motivation will improve;
 - Instant feedback from the student response system will help motivate students.
 - More effective instruction will benefit students
 - Increased student engagement will increase student motivation
 - Through the use of A+, better differentiation, based on best practices, will be possible. Student motivation will increase because all students will be working at the appropriate skill level.
 - With the help of embedded professional development, discussions about motivation will take place among our teachers.

- Data Driven Instruction will be used to improve student learning.
 - Student Response system will give teachers data to help drive instruction
 - Data will identify students needing intervention
 - Galileo will create baseline scores and benchmarks for student achievement in reading and math
 - The data/assessment specialist will guide teachers in creating CRT's in core classes.
 - **We will target professional development for teachers and administrators to use Galileo data and student response system data to drive instruction.**
- Reading scores and grade level will improve
 - Reading Interventionist will help low performing students in reading up to grade level.
 - Read 180 will help bring low performing students in reading up to grade level.
 - Tutoring will help bring low performing students in reading up to grade level.
 - A+ will help all students improve reading skill levels.
- Math scores and grade level will improve
 - Math interventionist will help bring low performing students in math up to grade level.
 - A+ will help all students improve math skill levels.
 - Tutoring will help bring low performing students in math up to grade level.
- Writing scores and grade level will improve
 - The curriculum and instruction coach will implement across the curriculum writing strategies.
 - **We will target professional development for teachers and administrators to become “teachers of writing” and the best way to implement writing across the curriculum.**
- Graduation Rate will improve
 - The 0/7th hour extended day will help with credit recovery and tutoring, allowing low performing students and students who are behind in credit to come up to grade level and stay on course to graduate.
 - A+ provides the tool for differentiation and credit recovery.
 - Teachers will be given an incentive based on student achievement including:
 - AYP Goals (Yearly)
 - 20 % for Reading Goal Met
 - 20% for Math Goal Met
 - 20% for 10% increase in spring writing AIMS Meets or Exceeds
 - 40% for Graduation Rate Goal Met

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 will use in each Tier I and Tier II school.
 (The model is identified after the team analyzes the data, identifies the schools' needs and examines LEA capacity to serve the school.)

SCHOOL NAME	NCES ID #	TIER I	TIER II	INTERVENTION MODEL CHOSEN			
				turnaround	restart	closure	transformation
James Sandoval Preparatory High School	040033202165		x				<u>x</u>

D.2 Prioritize, by need, the district's TIER III schools:

SCHOOL NAME	NCES ID#	AYP Designation	Area of Need(s) Based on 2009 AIMS Assessment

D.3 If the LEA is not applying to serve each Tier I and/or Tier II school, the LEA must explain why it lacks capacity to serve each school:

E. LEA'S ACCOUNTABILITY

E.1 Describe the annual goals for student achievement on the State's assessments in both reading, math and or graduation rate that have been established in order to monitor the Tier I and Tier II schools. Using the Analysis of Data completed in A.3., complete the following for each Tier I and/or Tier II school being served:

Goal Area	Goals	Baseline
Reading	10% increase in AIMS spring scores	AIMS scores from the previous year (all sub groups)
Math	10% increase in AIMS spring scores	AIMS scores from the previous year (all sub groups)
Graduation Rate (for High Schools only)	10% increase in yearly grad rate	2010 grad rate

For each Goal in:	Progress Monitoring Plan		Person(s) Responsible
	Process	Timeline	
Reading	<ul style="list-style-type: none"> Quarterly benchmark assessments (Galileo) Teacher summative and formative assessments (pre and post testing) (student response system formative testing) Read 180 AIMSs Walkthrough observations 	Oct./January/March/May Quarterly Assessments	Principal Instructional Coach Data Specialist Assistant Principal Teachers
Math	<ul style="list-style-type: none"> Quarterly benchmark assessments (Galileo) Teacher summative and formative assessments (pre and post testing), which will drive instruction to improve student achievement. Student response system formative testing Read 180 AIMS Walkthrough observations 	Oct./January/March/May Quarterly Assessments	Principal Instructional Coach Data Specialist Assistant Principal Teachers
Graduation Rate (for High Schools only)	ECAPS, Credit Recovery A+, Semi-annual academic assessment	Ongoing	Principal Instructional Coach Data Specialist Assistant Principal Counselor Teachers

E.2 Using the prioritized list developed in D.2, provide a detailed description of the support that the LEA will provide for each Tier III school. Include the interventions provided by level of need.

School	Level of Need			Describe LEA Support (Internal and/or External) Funded and non-Funded support	Timeline
	Highest	Medium	Lowest		

E.3 Describe the annual goals the LEA has established in order to hold accountable your Tier III schools that receive school improvement funds.

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts					
Math					
Graduation Rate					

E.4 Describe the LEA's technical assistance plan for schools that do not achieve the progress that is expected.

The transformational model and improvement plan will be implemented beginning July 2010. Rubrics, instructional support, professional development, data analysis and progress monitoring, (etc.) will be monitored and evaluated as described in the plan. Quarterly review of progress will help us make adjustments to ensure progress. ADE technical assistance will be frequent and consistent in identifying areas that may be lacking or a cause for concern. Should we not reach our goals, we will revisit our plan, re-examine the data, and review the self-assessment to identify focus areas. We are committed to this process to become an effective school with high student achievement.

F. BUDGET

F. Using the Budget Excel spreadsheet, provide a budget that indicates the amount of school improvement funds the LEA will use each year to –

- Implement all components of the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

An LEA's budget must cover the period of availability (3 years), including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II and Tier III schools it commits to serve multiplied by \$2,000,000.

****Attach LEA budget as an appendix.**

G. SUSTAINABILITY

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

This grant is the initial part of an extended plan. It is our hope that student growth will occur and help us to retain each position as created in this plan. If growth does not occur we will find ways to downsize administration positions (C&I will be exempt from downsizing) and hopefully the need for math and reading interventionists can be moved to part time should our student population decrease. In addition we will look for other sources of income including pursuing state and federal grants. We will utilize IDEAL and ADE to provide cost effective professional development. It will continue to be board policy to hire and retain only highly qualified teachers.

As a continuation of this plan we will participate in the North Central Accreditation process which is a continuous five year process. Currently, we have been approved to participate and are awaiting the initial site visit from North Central.

Incorporated in our plan we will:

- Increase staffing
 - Based on an increase in student population with increased ADM funding
 - Continue a commitment to low student/teacher ratio
- Improve resources and materials including technology
 - Build computer lab capacity
 - Build a resource room
 - Reading and research materials
 - Post Secondary planning
 - Career planning
- Continue to implement the EEI model for best practices in instruction and lesson planning.
- Increase Rigor in all core subjects
- Increase our college prep curriculum (offer more AP classes)
- Build a science lab
- Offer more extracurricular activities

Increase resources/funding:

- Increase student enrollment for increased funding
- Utilization of Title funds
- Increase business partnerships
- Research grants for additional supportive funds
- Utilize State provided professional development opportunities
- Plan our professional development to include:
 - EEI development and growth (Lesson Planning)
 - Classroom management
 - Data usage to drive instruction
 - Galileo (all aspects)

- **A+ (all aspects)**
- **Reading**
- **Writing**
- **Interdisciplinary strategies**
- **Power school data entry and usage**
- **Curriculum Mapping**
- **Curriculum writing**
- **Student response system (all aspects)**

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, **James Sandoval Preparatory High School** fully and completely assures that it will:

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

I. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

Arizona Department of Education has applied, through its SEA level application, for all of the Waivers offered for the School Improvement Grant. If Arizona receives approval for these waivers, all waivers automatically apply to any LEA in the state.

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

_____ LEA or Charter Holder _____ will implement the below marked waivers:

- Extending the period of availability of school improvement funds. School(s): _____
- "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 school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. School(s): _____

J. CONSULTATION WITH STAKEHOLDERS: The LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement intervention models in its Tier I and Tier II schools.

J. Before submitting its application for School Improvement Grant, the LEA must consult with all relevant stakeholders.

The LEA has consulted with the following stakeholders:

Teachers	Administrators	Parents
Community members		

STEP 2: COMPLETE PLANNING TEMPLATE ON ALEAT

K. The LEA must include a timeline delineating the steps it will take during the 2010-2011 school year to implement the selected intervention in each Tier I and Tier II schools identified in the LEA's application.

To be completed in ALEAT Plan

STEP 3: COMPLETE BUDGET ON GRANTS MANAGEMENT

L. The LEA must complete the budget information on ADE's Grant Management System.