

# Arizona Department of Education

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

### LEA APPLICATION COVER PAGE

<b>LEA Name: Kingman Unified School District #20</b>	<b>NCES ID#0400295</b>	<b>CTDS#</b>	<b>Entity ID79598</b>
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School Board President \_\_\_\_\_ Date \_\_\_\_\_

Superintendent Signature \_\_\_\_\_ Date \_\_\_\_\_

Federal Program Director Signature \_\_\_\_\_ Date \_\_\_\_\_

# Arizona Department of Education

## School Improvement Grant LEA Application for Tier I, Tier II and Tier III

**DIRECTIONS:** There are 3 STEPS to this application process:

- **Step 1:** LEA teams work to complete this application form. This part consists of Sections A through J. (*Approval from SI Team required to move to Step 2*)
- **Step 2 – Complete Section K** – complete detailed action plan for implementation of plan components for the 2010-2011 school year on ALEAT. (*This section needs to be approved before moving to Step 3*)
- **Step 3 – Complete Section L** – detailed budget information needs to be completed on ADE’s Grants Management System

### IDENTIFICATION OF SCHOOLS

School Name	NCES ID#	CTDS#	Entity ID#	Tier I	Tier II	Tier III
Mt Tipton School	00149			X		
Kingman High School	00881					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.

#### LEA

**Organization:** Kingman Unified School District # 20 is a pre-K – 12<sup>th</sup> grade district located in northwestern Arizona. The district covers nearly 3000 square miles of territory and serves students of central Kingman and 7 outlying communities. KUSD is comprised of 10 campuses: (5) K-5 elementary schools, (1) K-8 school, (2) 6-8 middle schools, (1) 9-12 high school and (1) K-12 schools. Free and Reduced. KUSD transports a mix of qualifying and tuition preschool students to classes located at one elementary campus, the 9-12 campus and the K-12 campus. Students participating in the ELL district-wide program receive services at the elementary, middle school and high school levels. Boundary lines are determined by the capacity and enrollment at each campus. All schools have an open enrollment policy. Approving attendance requests are up to the site administrator.

**Demographic Analysis:** 77% White; 1.6% Black; 16.8% Hispanic; 3.7% Indian; 1.7% Asian  
All schools are classified as Title I School Wide with a range of 44% - 88% free and reduced students.

**Teaching / Administrative staff:** Administration (22); Instructional Support (31.5); Title I Certified (25); Title I Classified (34); Special Education Certified (45); Special Education Classified (45); Electives / non-core teachers (69); Core Teachers (208) All KUSD schools have a full time principal and vice principal with the exception of our smallest elementary school. The middle schools and high schools have guidance counselors. Schools within the city limits share (3) School Resource Officers and schools in the county share (2) Sherriff Resource Officers.

**Parent Involvement:** Parent involvement varies by school and geographic location. Each school has a site council comprised of parents, teachers, classified staff and community members. A parent – teacher coalition was initiated in the fall of 2009 to increase communication with parents. Each of the 10 schools has parent and teacher representatives who meet monthly to establish goals and strategies designed to increase the six components of parent involvement. Title I funded parent nights are held each semester at all campuses. Parents are included on the school wide Title I team at each school and are invited to participate in decision making through annual title I meetings and site council.

**(Tier 1) MT TIPTON:**

**Organization:** Mt Tipton School, a rural, pre-K – 12<sup>th</sup> grade campus comprised of 340 students. All grades are located together in one building, which was initially designed to be an elementary school. There are not separate facilities for middle school or high school classes or activities. Recent changes to the structure include the bond funded, fully functional science lab and renovations to the gymnasium.

**Demographic Analysis:** 71% White; 1% Black; 26% Hispanic; 1% Indian; 1% Asian

Mt Tipton is located in the rural community of Dolan Springs, in the northwest corner of the state, 42 miles from Grand Canyon West. The population is 2,400 with a mean income of 21,000. 88% of the students are classified as free and reduced. Most students live in a non-traditional household and are bussed from a variety of small, rural communities in the area.

**Teaching / Administrative Staff:** Administrators (2); Guidance Counselor (1); Teaching Staff (23); Paraprofessionals (12); Number of emergency certifications (0)

**(Tier 3) KINGMAN HIGH SCHOOL:**

**Organization:** Kingman High School is a 9 – 12 campus. In addition to core classes, students may elect to take classes in performing arts, visual arts, business, culinary, and health services. KHS student can choose to participate in clubs: Guide Dawgs, photography, SALT, FBLA, FFA, or sports: Soccer, Volley Ball, Basket Ball, Soft Ball, Baseball, Swimming, Tennis, Wrestling, Track or Football. Night Track, summer school, homework club and TEAMs programs are available to assist academically at risk students. Cultural clubs and events are sponsored to build a sense of community and inclusion among all staff and students.

**Demographic Analysis:** 76% White; 2% Black; 17% Hispanic; 3% Indian; 1% Asian

**Teaching / Administrative Staff:** Administration (5); Instructional Support (9); Title I Certified (3); Title I Classified (2); Special Education Certified (14); Special Education Classified (15); Electives / non-core teachers (26); Core Teachers (38)

**Parent Involvement:** Parent involvement is low at KHS. Many parents don't believe they need to be involved with high school aged students. The next main causes of low involvement include time, the busy schedules of two income families, lack of resources (gas money), and fear of the campus. KHS requires teachers to communicate with parents of those students with D's or F's, to make parental contacts for positive reasons, and to provide weekly grade updates. The administration and guidance staff provides parent orientation nights, college financial information meetings, scholarship meetings, and Title I meeting nights along with parent/teacher conferences. KHS and KUSD are offering a parent notification system (One Call) and on-line grades.

**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.

**LEA:** All schools in KUSD #20 value academic excellence and have high expectations for student achievement. Time is devoted at a district and school level to provide instructional support and professional development to increase academic success and the creation of a positive environment. A cooperative environment is

fostered among all district team through transparent communication from the top down. District goals include creating an environment where students feel empowered to excel, and feel safe from the influence of distractions, such as drugs and gangs. Kingman educators attend to school climate and culture in addition to traditional concerns like curriculum development and teaching methods. KUSD believes in horizontal and vertical monitoring of academic achievement through a collaborative, analytical approach. District administrators and coaches, site administrators and classroom teachers work together to proctor benchmark assessments. Educational decisions are made based on the collection of data, the analysis of trends and needs assessments.

**(Tier 1)MT TIPTON:** Mt Tipton is an essential part of the small community of Dolan Springs, AZ. Because we are a small school, we are able to build positive relationships with both students and parents, as well as with each other and the larger community. Over the last 2.5 years, the school has made some very positive changes. In the past two years the attitude toward student achievement has become a focus of staff and families. Staff who once felt overwhelmed by the barriers and challenge now collaborate on increasing student achievement and collectively organize improvement efforts. The staff and the community believe Mt. Tipton has the ability to become an excelling school, and are coming together to make it happen. The staff members at Mt. Tipton have been participating in PLCs for the past two school years, and are dedicated to working together. The school is working to develop a cohesive restructuring team. Team meetings, comprised of administration, teachers, classified staff and community members, are held monthly to discuss baseline data, determine needs and openly dialogue about concerns and strategies for improvement.

**(Tier 3) KINGMAN HIGH SCHOOL** Kingman High School offers a wide variety of curricular and extracurricular choices designed to meet the needs of an eclectic population of students. Student needs are assessed to determine the financial and human resources necessary in planning and carrying out the school's mission.

### **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.

Kingman Unified School District showed significant growth across grade levels in AYP and AZ Learns Evaluations from the 2008 to 2009. Based on the 2008 results, five schools were labeled as 'Underperforming', failed to make AYP, or a combination of both. After receiving the 2009 results, all ten schools were labeled as Performing or higher and only two did not make AYP. **\*\* See Appendix report A.3 to review district achievement reports, board reports and expanded AYP / AZ Learns Evaluations.**

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

<b>School Improvement Grant</b>			
<b>BASELINE DATA (To be submitted with SIG LEA Application)</b>			
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.			
<b>SCHOOL DATA</b>	<b>BASELINE</b>		
	<b>2007-2008 Optional</b>	<b>2008-2009 (Must Complete)</b>	<b>2009-2010 Optional</b>
Which intervention the school used (i.e., turnaround, restart, closure, or transformation )	<b>None</b>	<b>None</b>	<b>Transformation</b>
AYP status	<b>Did not make AYP</b>	<b>Did not make AYP</b>	<b>Results pending</b>
Which AYP targets the school met and missed	<b>% Tested below 95%</b>  <b>6<sup>th</sup> Grade Math / SES:</b> <b>6<sup>th</sup> Grade Reading / W</b>  <b>7<sup>th</sup> Grade Math</b>  <b>8<sup>th</sup> Grade Math/WG SES</b> <b>8<sup>th</sup> Grade Reading WG SES</b>  <b>Grad Rate</b>	<b>% Tested below 95%</b>  <b>6<sup>th</sup> Grade Reading – W / SES</b>  <b>7<sup>th</sup> Grade math – SES</b> <b>7<sup>th</sup> Grade Reading – WG / W</b>  <b>Grad Rate</b>	<b>Data pending</b>
School improvement status	<b>Corrective Action</b>	<b>Restructuring Planning</b>	<b>Restructuring Implementation</b>
Number of minutes within the school year			
<b>STUDENT OUTCOME/ACADEMIC PROGRESS DATA</b>			

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			
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup		<i>Reference Appendix A.3 Student Outcomes</i>	
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			
Percentage of limited English proficient students who attain English language proficiency			
Graduation rate	<b>50%</b>	<b>50%</b>	<b>67%</b>
Dropout rate	<b>7.5%</b>	<b>6.7%</b>	<b>5.3%</b>
Student attendance rate	<b>92%</b>	<b>91%</b>	<b>90%</b>
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	0/0%	<b>0 / 0%</b>	<b>3 / 3%</b>
College enrollment rates	<b>0/0%</b>	<b>3 / 3%</b>	<b>13 / 14%</b>
<b>STUDENT CONNECTION AND SCHOOL CLIMATE</b>			
Discipline incidents	<b>Not available</b>	<b>222</b>	<b>132</b>
Truants	<b>71</b>	<b>41</b>	<b>27</b>
<b>TALENT</b>			
Distribution of teachers by performance level on LEA’s teacher evaluation	<b>Not available</b>	Exceeds : 5% Meets: 80% NI: 5% Unsat: 5%	Exceeds: 10% Meets: 80% NI: 10% Unsat: 0%

system			
Teacher attendance rate		<b>89</b>	<b>91</b>

## 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?
<b>Standard 1: Leadership Systems</b>			
Administrators are chosen for getting results, influencing others and willingness to change	<ol style="list-style-type: none"> <li>High level of commitment</li> <li>Experience</li> <li>Monthly admin training</li> <li>Weekly visits by superintendent team</li> </ol>	<ol style="list-style-type: none"> <li>Lack of instructional leadership experience &amp; training</li> <li>'We' / 'They' communication between district and schools</li> </ol>	<ol style="list-style-type: none"> <li>District Leadership Academy: (data analysis, increasing capacity, research based strategies)</li> <li>Team building - transparency in communication</li> <li>System of accountability with administrative benchmarks and monitoring</li> </ol>
District has a comprehensive plan for recruiting and retaining highly effective teachers and leaders.	<ol style="list-style-type: none"> <li>Hiring / recruitment procedure</li> <li>% of Highly Qualified Staff</li> <li>Mentoring / coaching</li> </ol>	<ol style="list-style-type: none"> <li>Minimal pool of highly qualified applicants to replace resigning staff</li> <li>Salary scale not highly competitive</li> <li>Evaluations do not reflect poor teaching</li> </ol>	<ol style="list-style-type: none"> <li>Evaluate current evaluation system</li> <li>Train administration in identifying ineffective teachers</li> <li>Provide training in writing and implementing improvement plans</li> <li>Provide quality instructional coaching to increase retention</li> </ol>

			rate of HQ teachers
There is a process to evaluate principals' abilities to demonstrate behavioral competencies of instructional leadership	<ol style="list-style-type: none"> <li>1. Superintendent / Assistant Superintendent assigned as evaluators / mentors to each principal</li> <li>2. Accountability meetings – data (ATI, AIMS, DIBELS, Walk through, Needs Surveys) utilized to create site goals and strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Written expectations for data analysis and instructional decision making</li> <li>2. Time availability for training</li> <li>3. Technology skills lacking</li> <li>4. Understanding of District Achievement Plan</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrative professional development in data analysis</li> <li>2. Computer training lab for interactive analysis training</li> <li>3. Monthly accountability meetings</li> </ol>
The LEA aligns personnel evaluations to effective instructional performance.	<ol style="list-style-type: none"> <li>1. Evaluation document is aligned with teaching standards and AZ statutes</li> <li>2. Walk through observation forms aligned with indicators of effective instructional performance</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed evaluations are not routinely aligned with actual instructional performance or student achievement / growth</li> </ol>	<ol style="list-style-type: none"> <li>1. LEA / Site administrators review the evaluation process</li> <li>2. Walk through training – coaching after an observation</li> </ol>
The LEA has a process and procedures in place to exempt schools from district policies that restrict innovation; i.e. staffing, budgeting, and scheduling.	<ol style="list-style-type: none"> <li>1. Collaborative relationship between district administrative team and school board</li> <li>2. Academic board workshops held to discuss achievement, growth, goals and strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Staffing dictated by central office</li> <li>2. Budgets under centralized management.</li> </ol>	<ol style="list-style-type: none"> <li>1. Staffing templates developed based on student enrollment and school leadership determines specific needs.</li> <li>2. Schools are given budgets to manage and are given tracking tools</li> </ol>

<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>	<ol style="list-style-type: none"> <li>1. School restructuring team in place with quarterly scheduled benchmark / accountability meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. District restructuring SIG coordinator is needed to monitor timelines, tasks and evidence collection</li> <li>2.</li> </ol>	<ol style="list-style-type: none"> <li>1. SIG coordinator written into grant</li> <li>2. Weekly reports shared with Superintendent</li> <li>3. Quarterly reports to restructuring team</li> </ol>
<p><b>Standard 2: Curriculum, Instruction and Professional Development</b></p>			
<p>The LEA has core curriculum that is evaluated and revised annually. Programs &amp; practices are evaluated and discarded in a timely manner if they do not show measurable learning results</p>	<ol style="list-style-type: none"> <li>1. Curriculum maps are in place and aligned to the Arizona Academic Standards for each grade level</li> <li>2. Every staff member has the curriculum MAP available in paper and electronic version, complete with pacing guides</li> </ol>	<ol style="list-style-type: none"> <li>1. MAPS are incomplete</li> <li>2. Not all staff members buy into the value of KUSD curriculum maps</li> </ol>	<ol style="list-style-type: none"> <li>1. Review and revised MAPS annually by the district curriculum leadership team comprised of teachers from each site</li> <li>2. Implement professional development designed to increase the value and use of MAPS will continue annually</li> <li>3. Report of annual MAP review disseminated to all teachers1.</li> </ol>
<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>	<ol style="list-style-type: none"> <li>1. Late start Wednesday PD based on school wide plan</li> <li>2. District / school wide PD plans are scheduled on a monthly calendar</li> <li>3. Title I sub coverage available for collaborative trainings during the school day</li> </ol>	<ol style="list-style-type: none"> <li>1. Time constraints</li> <li>2. PD opportunities are not always chosen from needs assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide Friday professional development opportunities based on analysis of need</li> <li>2. Establish PLC meeting format – add agendas and evidence collection</li> <li>3. Conduct PD needs survey, align with data needs</li> </ol>

<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>	<ol style="list-style-type: none"> <li>1. Arizona as a Right to Work state gives school districts more latitude than most other states to better control hiring and placement.</li> <li>2. LEA maintains an excellent relationship with the district's AEA representatives to give principals a positive employee environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Retention of staff is tightly controlled by Arizona legislative law which in turn limits principals ability to remove ineffective teachers.</li> <li>2. District placement policies limited principals ability to manage the placement of teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Arizona legislature has adopted new laws that improve a school's ability to remove ineffective teachers. Working through ASBA , the LEA has immediately changed its policies to take advantage of the new laws.</li> <li>2. LEA has removed barriers from the placement of teachers giving principals more control in removing poorly placed teachers from their schools</li> </ol>
<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>	<ol style="list-style-type: none"> <li>1. Evaluation process, with key dates provided and monitored in place</li> <li>2. Evaluation indicators align with teaching standards</li> <li>3. RIO's are a required component</li> <li>4. Walk through observations and coaching support evaluation process</li> <li>5. Coaching available for any staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Inflated evaluations to avoid improvement plans</li> <li>2. Ineffective teachers are often placed on 'assistance plan' instead of improvement</li> <li>3. Critical dates pass and the teacher remains</li> </ol>	<ol style="list-style-type: none"> <li>1. Cross reference evaluations with student growth &amp; walk through observations</li> <li>2. Limit use of 'assistance plan'; increase use of 'plan of improvement'</li> <li>3. Create system of monitoring and adjusting plans based on collection of evidence</li> </ol>

	in need of improvement to support growth of teaching capacity.		
The LEA has a systematic process for measuring quality instruction and student engagement including walkthrough procedures	<ol style="list-style-type: none"> <li>1. RIO observations / minimum 3 per evaluation period</li> <li>2. Monthly walkthrough observations by school and district administration</li> </ol>	<ol style="list-style-type: none"> <li>1. Walk through data is not utilized</li> <li>2. Inconsistent % of completion</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal workload is reviewed and supported to allow for timely observations and coaching</li> <li>2. Train administration in time management</li> </ol>
The LEA has a systematic process enabling teachers to collaborate during the work day to use data to improve instruction.	<ol style="list-style-type: none"> <li>1. Late start Wednesday common planning time 3 weeks per month</li> <li>2. Common planning periods by grade level or team in most schools</li> </ol>	<ol style="list-style-type: none"> <li>1. Middle school staffing limitations do not allow for common prep</li> <li>2. Collaborative planning time not systematically scheduled or reviewed for quality planning</li> </ol>	<ol style="list-style-type: none"> <li>1. Institute PLC meeting model to increase effectiveness of collaborative planning time</li> <li>2. Site administration will monitor use of time</li> </ol>
<b>Standard 3: Assessment System</b>			
The LEA has a comprehensive data warehouse system that allows for the collection of student data down to individual student performance	<ol style="list-style-type: none"> <li>1. AIMS scores, longitudinal studies and demographic break downs are reviewed with each teacher as a grade level and individually by principal and district assessment director</li> <li>2. ATI quarterly benchmark assessments and results are</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers proctor DAP, and varying levels of assistance are extended to students</li> <li>2. Full implementation of data warehouse capability not standard across schools / grade levels</li> </ol>	<ol style="list-style-type: none"> <li>1. Institute testing proctor to ensure standardized testing format for DAP</li> <li>2. Initiate testing procedures / security agreements to ensure reliability and validity of benchmark assessments</li> </ol>

	<p>reviewed with teachers by administrator and district data coach by grade, class, and individual students</p> <p>3. DIBELS quarterly benchmarks and progress monitoring is reviewed with staff by principals and Title I reading coaches</p>	<p>3. Benchmark tests are not always administered in standardized format</p> <p>4. Interventions are planned for some students.</p>	<p>3. Institutionalize calendar of district assessment windows and subsequent analysis and accountability benchmarks will be initiated</p> <p>4. Planning of interventions for all students at risk of academic failure</p>
<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>1. Quarterly ATI benchmark data and AIMS data utilized to create developmental profiles of the AZ Standards by class and grade</p> <p>2. Development profiles for grade levels, classes and individual students are reviewed with teachers and principals after each benchmark assessment</p>	<p>1. Teacher created ATI tests and quizzes are not in place in all classrooms to monitor individual students between quarterly benchmarks</p> <p>2. Student work samples and classroom assessments lack analysis</p>	<p>1. Institute policy laying out requirements for data analysis and instructional decision making</p> <p>2. Utilize PLC grade level meetings to monitor students, particularly students at risk of failure</p>
<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>1. Teachers and administration review a variety of data including AIMS whole group, subgroup and demographic break down, walk through data, observations, and interviews to determine goals and strategies</p> <p>2. Instructional decisions are made based on data and present levels of performance using ATI,</p>	<p>1. Not all students have a graduation plan in place.</p>	<p>1. Create graduation plans for all students beginning in 8th grade</p> <p>2. Meet with parents to identify future story for each student.</p>

	DIBELS, AIMS and classroom assessments		
The LEA has a system in place to train and support teachers in using data to drive instruction.	<ol style="list-style-type: none"> <li>All KUSD # 20 teachers are trained in the analysis of AIMS, ATI and DIBELS data in September and again after each quarterly benchmark. Additional trainings are provided through instructional coach support; data coach support and late start Wednesday meetings.</li> <li>ATI data coach funded through ARRA</li> </ol>	<ol style="list-style-type: none"> <li>District needs accountability and follow through - make sure teachers are writing goals and utilizing strategies supported by data findings</li> <li>Data coach funding sunsets in 2011</li> </ol>	<ol style="list-style-type: none"> <li>Transition data coach funding to Title II-A by fall of 2012</li> </ol>
<b>Standard 4: Culture, Climate, and Communication</b>			
District staff, school board members, and association members work together to make the dramatic changes the restructured school(s) need for improving student learning	<ol style="list-style-type: none"> <li>Academic, public, board workshops held a minimum of twice annually.</li> <li>Restructuring goals and strategies reviewed at monthly restructuring team meetings.</li> <li>All restructuring decisions are shared with governing board</li> <li>District achievement results and subsequent instructional decision made with administrative, teacher and</li> </ol>	<ol style="list-style-type: none"> <li>Restructuring meetings are not always directly focused on student achievement. They focus on classroom management strategies and school procedure issues</li> </ol>	<ol style="list-style-type: none"> <li>Design school wide procedures to address teacher / parent concerns</li> <li>Transition meetings toward academic discussions of student achievement</li> <li>Monitor collaboration process by have SIG coordinator report on academic process</li> <li>Continue restructuring team meetings; include assessment of transformation strategies</li> </ol>

	community input		
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	<ol style="list-style-type: none"> <li>1. KUSD has all 10 campuses write improvement and school wide plans annually based on data, needs and trends</li> <li>2. Administrators are trained in the analysis of data, writing of goals, strategies and actions at least 3 times a year formally and after each benchmark assessment</li> <li>3. Principals monitor ATI data quarterly and review instructional goals / strategies. Principals monitor their progress and collect evidence to share with staff / district admin</li> </ol>	<ol style="list-style-type: none"> <li>1. Follow through is not always systematic / evidence based</li> <li>2. School wide plans are not reviewed by the staff at regular intervals</li> <li>3. Principals rely on district coaches / assessment director to meet and analyze data with staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Create testing calendar and evidence collection logs</li> <li>2. Conduct staff meetings, with sign in sheets, to review school wide plans and strategies quarterly</li> <li>3. Transition data analysis meetings to principals</li> </ol>
The LEA has a valued culture of high expectations for student achievement including established vision, mission, and goals	<ol style="list-style-type: none"> <li>1. The district mission for increased and sustained student achievement is shared with all teachers and community members</li> <li>2. Annual AMO objectives, data trends and strategies are shared with all teachers and community members</li> <li>3. Research based strategies (ATI, DIBELS, RTI ) and interventions are established and</li> </ol>	<ol style="list-style-type: none"> <li>1. District morale is currently low due to RIFs and raised class sizes</li> <li>2. School missions need to be reestablished with input from all teachers and parents</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct site visits by district academic team to increase communication of mission, goals and strategies</li> <li>2. Illicit input from teachers regarding goals /strategies for student achievement</li> <li>3. Establish and implement district support structures (coaching, highly effective PD, transparent communication) to support high expectations</li> </ol>

	monitored		
All staff members are held accountable for increased student achievement.	<ol style="list-style-type: none"> <li>1. All staff members, including noncore teachers, receive training in the area of data analysis and goal setting</li> <li>2. Professional development in cross curricular support is provided through PD and instructional coaching</li> <li>3. Principals review expectations and data with staff members</li> </ol>	<ol style="list-style-type: none"> <li>1. Achievement results are not embedded in the evaluation process</li> <li>2. A system for monitoring student growth and linking the growth to the evaluation system is not in place</li> </ol>	<ol style="list-style-type: none"> <li>1. Research student achievement growth models</li> <li>2. Include student achievement results in the evaluation process, focusing on student growth and achievement</li> </ol>
The LEA is committed to involving community/parents in the restructuring process including communicating current reality, new vision, buy in, and silencing of naysayers.	<ol style="list-style-type: none"> <li>1. KUSD holds a monthly parent teacher coalition meeting with teacher and parent representatives from each campus to participate in the decision making process</li> <li>2. Tier III schools hold biweekly meetings to review and construct restructuring goals / strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Meetings become lengthy discussions</li> <li>2. Consensus can be difficult to obtain with K – 12 population discussing options</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue restructuring committee</li> <li>2. Implement sub-committees by grade level and interest</li> <li>3.</li> </ol>
<b>Standard 5: Resource Management</b>			
The LEA has prioritized the reallocation of resources to schools in improvement including personnel, funding, programming, etc.	<ol style="list-style-type: none"> <li>1. Director of Finance, Director of Federal Programs, Superintendent and site administrators meet regularly to review spending options and</li> </ol>	<ol style="list-style-type: none"> <li>1. Arizona deficit and LEA shortfalls in budget authority make it difficult to add needed funding to schools in need of improvement.</li> </ol>	<ol style="list-style-type: none"> <li>1. LEA is “Right Sizing” its schools to reduce employee salary costs and to add funding to school improvement needs.</li> <li>2. LEA is in negotiations with</li> </ol>

	sustainability	2. Some school needs are out of the control of the LEA such as “band width” cabling to rural schools.	local “band width” vendors to resolve the issue. Successes have improved some Tiered Schools “band width” ability.
LEA leverages funds in order to design a viable sustainability plan for future years.	<ol style="list-style-type: none"> <li>1. Finance director is apprised of all restructuring strategies and works with the team to budget / plan spending</li> <li>2. Transition plans are in place to transfer strategy expenditures to other funding sources</li> </ol>		
The LEA Consolidated Plan includes strategies/action steps aligned to school improvement needs (Sustainability)	<ol style="list-style-type: none"> <li>1. KUSD’s ALEAT, Title I, II, II-D plans includes steps aligned to the school improvement process: (coaching, professional development, PLC training, technology goals)</li> </ol>		<p style="text-align: center;"><b><i>Reference Appendix B1.a “Capacity Building – Sustainability”</i></b></p> <p><b><i>1.</i></b></p>

**B1.b Describe the actions the LEA has taken or will take to address the following:**

	<b>Actions LEA has taken:</b>	<b>Actions LEA will take: Include a general timeline</b>
<b>Design and implement interventions aligned with the requirements of the selected model;</b>	<b>** Reference Appendix B1.b Mt Tipton Intervention Model / Timelines</b>	<b>** Reference Appendix B1.b Mt Tipton Intervention Model / Timelines</b>
<b>Describe the process the LEA will use to screen and select quality external providers;</b>	<ol style="list-style-type: none"> <li>1. Establish need based on data collection (academic, surveys, observations)</li> <li>2. Research minimum of 3 potential vendors</li> <li>3. Invite vendors to conduct presentations with multiple stakeholders onsite or through webinar</li> <li>4. As a stakeholder group, review presentations, focus on ability to meet the need and ability to meet the need</li> <li>5. Re-invite vendors as follow up to answer further questions as need</li> <li>6. Review references and data</li> </ol>	<p>February 2010</p> <p>February / March 2010</p> <p>February / March 2010</p> <p>April 2010</p> <p>April 2010</p> <p>May / June 2010</p>
<b>Alignment of other resources;</b>		
<b>Policies and Practices LEA will modify to enable its schools to implement the selected intervention(s) fully and effectively</b>	<ol style="list-style-type: none"> <li>1. Reassignment of ineffective teachers</li> <li>2. Remote School stipend for teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Adding new district position of a Social Worker to assist rural families and improve graduation rates.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Signing Bonus for Core Teachers</li> <li>4. Modified scheduling that includes more instructional minutes</li> <li>5. Establishment of a Middle School</li> <li>6. Adding a core teacher to the staff above and beyond normal staff allocation</li> </ol>	<ol style="list-style-type: none"> <li>2. Change district procedures and add full time instructional coach to the school staff.</li> <li>3. Change district procedure and add full time librarian to the school staff.</li> <li>4. For the four day school schedule change district procedures and run school busses on the fifth day for student enrichment instruction and activities.</li> </ol>
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## 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.

*Reference Appendix C.1 Conclusions the LEA has reached*

#### 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>
<b><i>Based on 08 – 09 Growth AZ Learns:</i></b> Capacity to increase achievement	<b><i>Based on observations / surveys:</i></b> Actively participating families and staff in restructuring process	<b><i>Based on ATI/ AIM / DIBELS scores:</i></b> Increased achievement; middle school reading / math, primary reading, high school math	<b><i>Based on analysis of trends, staff / family interviews:</i></b> Additional middle school staff, instructional coaching support Reassignment of ineffective staff	Funding Transient staff / ineffective staff	Funding Proximity / time availability of current support staff
<b><i>Based on attendance rates:</i></b> Attendance	<b><i>Based on availability of resources /scheduled activities:</i></b> Transportation, extended school activities	<b><i>Based on office referrals / bullying survey:</i></b> Access to resources to support social / emotional needs	<b><i>Based on research of needs, strategies:</i></b> Social worker Intervention work	Funding Staff availability	Funding, limited human resources
<b><i>Based on 08-09 AIMS data and student surveys:</i></b>	<b><i>Based on school and community support shared in surveys and</i></b>	<b><i>Based on student, staff and community surveys / Graduation</i></b>	<b><i>Based on current course schedule and available curriculum:</i></b>	Technology support ADM to support	Reduced Title II-D budget

Ability to achieve, desire to graduate high school and have opportunities for a more varied curriculum	<b>restructuring meetings:</b> Faculty support of increased high school choices and graduation planning process	<b>Rate reports:</b> Increased range and rigor of curriculum; graduation plan for all students, support in researching college / tech school opportunities	On-line school capabilities, link to KHS course availability	additional staff and programs	Band width availability to rural location
<b>Based on two years of active ATI / other technology participation:</b> Ability and desire to use technology to test, study produce projects	<b>Based on needs surveys, observations, restructuring efforts:</b> Community and staff support of technology growth, current staff with adequate capabilities to monitor tech plan, space to implement new labs	<b>Based on current practices, restructuring team goals and student surveys:</b> Access to up-to-date technology, on-line curriculum / interventions	<b>Based on inventory of current technology:</b> Computer lab On-line resources Tech carts	Increased band width Funding for new labs	Title II-D funding

**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.**

**\*\* Reference Appendix C.3 “Big and Fast Change”**

**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.**

**\*\*Reference Appendix C.4 ‘Mt Tipton Intervention Model’**

**D. SCHOOLS TO BE SERVED**

**D.1 Identify each Tier I and Tier II 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
Mt Tipton School	00149	X					X

**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
Kingman High School	00881	AYP – NO	Percent Tested, Graduation Rate, Special Education Cohort

**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:**

The LEA is applying to serve each Tier I 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	<p><b>LEA:</b> The percent of students reading at benchmark or meeting the grade level AMO will increase by 5% as measured by the 2010 AIMS</p> <p>The percent of K-3 students will increase to 80% benchmark as measured by the end of year benchmark DIBELS test</p> <p><b>Mt Tipton:</b> 89% of 7<sup>th</sup> grade students and 90% of 6<sup>th</sup> grade students will meet proficiency on AIMS reading standards as measured by the 2010 AIMS (Because Mt Tipton is a rural, small school, the 3-year average is utilized to determine AMO proficiency. The goal is based on the necessary growth to close the achievement gap by increasing the 3-year achievement)</p> <p>The percent of K-3 students will increase to 80% benchmark as measured by the end of year benchmark DIBELS test</p>	<p>3<sup>rd</sup> Grade 72% M/E            4<sup>th</sup> Grade 73% M/E            5<sup>th</sup> Grade 64% M/E            6<sup>th</sup> Grade 62% M/E            7<sup>th</sup> Grade 64% M/E            8<sup>th</sup> Grade 63% M/E            10<sup>th</sup> Grade 72% M/E</p> <p>3<sup>rd</sup> Grade 53% M/E (-19%) (-19%)            4<sup>th</sup> Grade 58% M/E (-15%) (-14%)            5<sup>th</sup> Grade 46% M/E (-18%) (-28%)            6<sup>th</sup> Grade 44% M/E (-18%) (-26%)            7<sup>th</sup> Grade 38% M/E (-26%) (-35%)            8<sup>th</sup> Grade 58% M/E (-5%) (-11%)            10<sup>th</sup> Grade 64% M/E (-8%) (-10%)</p> <p><b>**Compared to district averages</b>  <b>**Compared to state averages</b></p>
Math	<p><b>LEA:</b> The percent of KUSD special education and middle school students meeting the math AMO proficiency level will increase by 5% as measured by the 2010 AIMS</p>	<p>3<sup>rd</sup> Grade 68% M/E            4<sup>th</sup> Grade 74% M/E            5<sup>th</sup> Grade 63% M/E            6<sup>th</sup> Grade 54% M/E            7<sup>th</sup> Grade 60% M/E            8<sup>th</sup> Grade 51% M/E            10<sup>th</sup> Grade % M/E</p>

	<p><b>Mt Tipton:</b> 90% of 7<sup>th</sup> grade students will meet / exceed the AIMS math proficiency level as measured by 2010 AIMS results. (Because Mt Tipton is a rural, small school, the 3-year average is utilized to determine AMO proficiency. The goal is based on the necessary growth to close the achievement gap by increasing the 3-year achievement)</p>	<p>3<sup>rd</sup> Grade 52% M/E (- 16%) (-%)  4<sup>th</sup> Grade 58% M/E (-16%) (-16%)  5<sup>th</sup> Grade 40% M/E (-26%) (-32%)  6<sup>th</sup> Grade 66% M/E (+12%) (-2%)  7<sup>th</sup> Grade 40% M/E (-20%) (-33%)  8<sup>th</sup> Grade 63% M/E (+12%) (-0%)  10<sup>th</sup> Grade % M/E (-%) (-%)</p> <p><b>**Compared to district averages</b>  <b>**Compared to state averages</b></p>
<p>Graduation Rate (for High Schools only)</p>	<p><b>LEA:</b> Kingman Unified School District will increase the percent of students graduating in 4 years from 63% to 71% as measured by the ADE 4-year graduation report generated at the end of the 2010 school year.</p> <p><b>Mt Tipton:</b> The graduation rate at Mt Tipton will increase from 60% to 65% as measured by the 4-year graduation report distributed by the ADE at the end of the 2010 school year.</p>	<p>60 % Graduation Rate</p>

For each Goal in:	Progress Monitoring Plan		Person(s) Responsible
	Process	Timeline	
Reading	<p>Baseline data collected</p> <ol style="list-style-type: none"> <li>1. AIMS Results</li> <li>2. ATI Initial Assessment</li> <li>3. DIBELS Initial Benchmark</li> </ol> <p>Strategies written into school wide plan</p> <ol style="list-style-type: none"> <li>1. Initiate school wide team analysis</li> <li>2. Write goals / strategies based on need</li> <li>3. Approve strategies / plan in team meetings</li> <li>4. Initiate RTI analysis and Tier planning</li> <li>5. Team teach / observe core planning</li> </ol>	<ol style="list-style-type: none"> <li>1. June 2010</li> <li>2. September 2010</li> <li>3. September 2010</li> </ol> <ol style="list-style-type: none"> <li>1. August 2010</li> <li>2. September 2010</li> <li>3. September 2010</li> <li>4. September 2010</li> <li>5. September 2010</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment Director / Data coach / Site Coordinator</li> <li>2. Assessment Director, Principals, Teachers</li> <li>3. Reading Coach</li> </ol> <ol style="list-style-type: none"> <li>1. Title I Director / Principal</li> <li>2. School Wide team</li> <li>3. Entire staff / parents / district admin</li> <li>4. Sped staff, Reading Coach, Teachers</li> <li>5. On-site Instructional Coach</li> </ol>

	<p>Progress monitor by multiple indicators</p> <ol style="list-style-type: none"> <li>1. Progress monitor utilizing ATI quizzes</li> <li>2. Benchmark 1 ATI (2-10)</li> <li>3. Progress Monitor DIBELS (K-5)</li> <li>4. Benchmark Progress DIBELS (K-5)</li> <li>5. Walk through observations (All)</li> <li>6. PLC data meetings (All)</li> <li>7. Review of collected data to analyze growth / trends</li> <li>8. Inventory student needs</li> </ol> <p>Initiate additional interventions</p> <ol style="list-style-type: none"> <li>1. RTI Tier I, II, III interventions (K-5)</li> <li>2. AIMS prep intervention period (6-12)</li> <li>3. Tutoring on Fridays (6-12)</li> <li>4. ATI Dialogue builders</li> <li>5. Instructional coaching</li> <li>6. E2020 interventions (6-12)</li> </ol>	<ol style="list-style-type: none"> <li>1. Bi-weekly</li> <li>2. November 2010</li> <li>3. Every 3<sup>rd</sup> week beginning Sept 2010</li> <li>4. December 2010</li> <li>5. Weekly</li> <li>6. Weekly</li> <li>7. December 2010</li> <li>8. December 2010</li> </ol> <ol style="list-style-type: none"> <li>1. By Mid Sept 2010</li> <li>2. By October 2010</li> <li>3. By Late Sept 2010</li> <li>4. By Oct 2010</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom teacher</li> <li>2. Site Coordinator / proctor</li> <li>3. Reading Coach</li> <li>4. Reading Coach</li> <li>5. District / Site admin</li> <li>6. Reading Coach / Instructional coach</li> <li>7. SIG coordinator, data coach, admin, teachers</li> <li>8. Classroom teacher / parents</li> </ol> <ol style="list-style-type: none"> <li>1. Reading Coach</li> <li>2. Middle School - High School teachers / guidance counselor</li> <li>3. Site coordinator</li> <li>4. Guidance counselor</li> </ol>
Math	<p>Baseline data collected</p> <ol style="list-style-type: none"> <li>1. AIMS Results</li> <li>2. ATI Initial Assessment</li> </ol> <p>Strategies written into school wide plan</p> <ol style="list-style-type: none"> <li>1. Initiate school wide team analysis</li> <li>2. Write goals / strategies based on need</li> <li>3. Approve strategies / plan in team meetings</li> <li>4. Initiate RTI analysis and Tier planning</li> <li>5. Team teach / observe core planning</li> </ol> <p>Progress monitor by multiple indicators</p> <ol style="list-style-type: none"> <li>1. Progress monitor utilizing ATI quizzes</li> <li>2. Benchmark 1 ATI</li> </ol>	<ol style="list-style-type: none"> <li>1. June 2010</li> <li>2. September 2010</li> </ol> <ol style="list-style-type: none"> <li>1. August 2010</li> <li>2. August 2010</li> <li>3. September 2010</li> <li>4. September 2010</li> <li>5. September 2010</li> <li>6. September 2010</li> </ol> <ol style="list-style-type: none"> <li>1. Biweekly</li> <li>2. November 2010</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment Director / Data coach / Site Coordinator</li> <li>2. Assessment Director, Principals, Teachers</li> </ol> <ol style="list-style-type: none"> <li>1. Title I Director / Principal / Sig Coordinator</li> <li>2. School Wide team</li> <li>3. Entire staff / parents / district admin</li> <li>4. Sped staff, Reading Coach, Teacher</li> <li>5. On-site Instructional Coach</li> </ol> <ol style="list-style-type: none"> <li>1. Classroom teacher</li> <li>2. Site Coordinator / proctor</li> </ol>

	<ol style="list-style-type: none"> <li>3. Walk through observations</li> <li>4. PLC data meetings</li> <li>5. Review of collected data to analyze growth / trends</li> <li>6. Inventory student needs</li> <li>7. Effectiveness of E2020 / Tutoring</li> </ol> <p>Initiate additional interventions</p> <ol style="list-style-type: none"> <li>1. RTI Tier I, II, III interventions</li> <li>2. Tutoring on Fridays</li> <li>3. ATI Dialogue builders</li> <li>4. Instructional coaching</li> <li>5. E2020 interventions</li> </ol>	<ol style="list-style-type: none"> <li>3. Weekly</li> <li>4. Weekly</li> <li>5. December 2010</li> <li>6. December 2010</li> <li>7. Bi weekly</li> </ol> <ol style="list-style-type: none"> <li>1. By Mid Sept 2010</li> <li>2. By October 2010</li> <li>3. By Late Sept 2010</li> <li>4. By Oct 2010</li> </ol>	<ol style="list-style-type: none"> <li>3. District / Site admin</li> <li>4. Reading Coach / Instructional coach</li> <li>5. SIG coordinator, data coach, admin, teachers</li> <li>6. Classroom teacher / parents</li> <li>7. SIG coordinator</li> </ol> <ol style="list-style-type: none"> <li>1. Instructional Coach</li> <li>2. Middle School - High School teachers / guidance counselor</li> <li>3. Site coordinator</li> <li>4. Guidance counselor</li> </ol>
Graduation Rate (for High Schools only)	<p>Collect baseline data</p> <ol style="list-style-type: none"> <li>1. Disseminate 4-year report /</li> </ol> <p>Analyze baseline data</p> <ol style="list-style-type: none"> <li>1. Restructuring team review of numbers</li> <li>2. Identify trends / needs</li> </ol> <p>Review SIRS withdrawal codes</p> <ol style="list-style-type: none"> <li>1. Generate biweekly report of student enrollments / withdrawals</li> </ol> <p>Review graduation plans</p> <ol style="list-style-type: none"> <li>1. Review graduation requirements / monitor progress</li> </ol>	<ol style="list-style-type: none"> <li>1. May &amp; September 2010</li> </ol> <ol style="list-style-type: none"> <li>1. August 2010</li> <li>2. August 2010</li> </ol> <ol style="list-style-type: none"> <li>1. Biweekly</li> </ol> <ol style="list-style-type: none"> <li>1. Quarterly beginning August 2010</li> </ol>	<ol style="list-style-type: none"> <li>1. Director of Assessment</li> </ol> <ol style="list-style-type: none"> <li>1. Restructuring team / site admin</li> <li>2. Restructuring team / SIG coordinator</li> </ol> <ol style="list-style-type: none"> <li>1. SIRS attendance clerk / admin / SIG coordinator</li> </ol> <ol style="list-style-type: none"> <li>1. Guidance counselor / social worker</li> </ol>

**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)	Timeline
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	Highest	Medium	Lowest	Funded and non-Funded support	
Kingman High School				<p>Provide support in the following areas:</p> <p>Monitor Graduation Rate - Collect baseline data</p> <p>Analyze baseline data – Identify trends / needs Provide professional development and coaching support</p> <p>Review SIRS withdrawal codes on biweekly basis to monitor student enrollments / withdrawals</p> <p>Review graduation requirements / monitor student progress using quarterly benchmarks and grade checks</p> <p>Provide alternate form of instructional delivery through on line classes (E2020), in addition to regular classroom instruction for students not successful in a traditional classroom (add personnel to supervise E2020)</p> <p>Hire an AIMS interventionists to monitor the supervision of night tracks, credit recovery, team building for at risk students, tutoring, monitoring of graduation plans, family assistance (FIT)</p> <p>Provide a homework center support for students at risk</p>	

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**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	All students, including students with disabilities, ELL, and low SES, will increase the number meeting and exceeding by 3% in writing as measured by the 2010 AIMS test.	75% WG 100% Asian 82% Black 54% Hispanic 71% Indian 79% White 13% ELL 30% Sped 69% Low SES	Baseline data collected <ol style="list-style-type: none"> <li>1. AIMS Results</li> <li>2. ATI Initial Assessment</li> <li>3. Initial exams by department</li> </ol> Progress monitor by multiple indicators <ol style="list-style-type: none"> <li>1. Progress monitor utilizing ATI quizzes</li> <li>2. Benchmark 1 ATI</li> <li>3. Walk through observations</li> <li>4. Department data meetings</li> <li>5. Review of collected data to analyze growth / trends</li> <li>6. Inventory student needs</li> </ol> Initiate additional interventions <ol style="list-style-type: none"> <li>1. Instructional coaching</li> <li>2. E2020 interventions</li> </ol>	<ol style="list-style-type: none"> <li>1. June 2010</li> <li>2. Sept 2010</li> <li>3. Sept 2010</li> </ol>  <ol style="list-style-type: none"> <li>1. August 2010</li> <li>2. Sept 2010</li> <li>3. Sept 2010</li> <li>4. Biweekly</li> <li>5. Biweekly</li> <li>6. August / December</li> </ol>  <ol style="list-style-type: none"> <li>1. Weekly</li> <li>2. On-going</li> </ol>	Dean / staff Department chairs  Teachers Dean / staff Admin Dept chairs Dept chairs  Teachers  Title I director E2020 coordinator
Math	Students in the special populations groups of special education, English Language	63% WG 100% Asian 64% Black 46% Hispanic 50% Indian	Baseline data collected <ol style="list-style-type: none"> <li>1. AIMS Results</li> <li>2. ATI Initial Assessment</li> </ol> Strategies written into school wide	<ol style="list-style-type: none"> <li>1. June 2010</li> <li>2. Sept 2010</li> </ol>	<ol style="list-style-type: none"> <li>1. Data coach Site Coordinator</li> <li>2. Assessment Director, Principals,</li> </ol>

	<p>Learners and Hispanic will increase by 5% as measured by the 2010 AIMS math test.</p>	<p>67% White 14% ELL 18% Sped 5% Low SES</p>	<p>plan</p> <ol style="list-style-type: none"> <li>1. Initiate school wide team analysis</li> <li>2. Write goals / strategies based on need</li> <li>3. Approve strategies / plan in Dept meetings</li> </ol> <p>Progress monitor by multiple indicators</p> <ol style="list-style-type: none"> <li>1. Progress monitor utilizing ATI or class quizzes</li> <li>2. Benchmark 1 ATI</li> <li>3. Walk through observations</li> <li>4. Department data meetings</li> <li>5. Review of collected data to analyze growth / trends</li> <li>6. Inventory student needs</li> <li>7. Effectiveness of E2020 / Tutoring</li> </ol> <p>Initiate additional interventions</p> <ol style="list-style-type: none"> <li>1. ATI Dialogue builders</li> <li>2. Instructional coaching</li> <li>3. E2020 interventions</li> </ol>	<ol style="list-style-type: none"> <li>1. August 2010</li> <li>2. August 2010</li> <li>3. Sept 2010</li> </ol> <ol style="list-style-type: none"> <li>1. Biweekly</li> <li>2. Nov 2010</li> <li>3. Weekly</li> <li>4. Weekly</li> <li>5. Dec 2010</li> <li>6. Dec 2010</li> <li>7. Bi weekly</li> </ol> <ol style="list-style-type: none"> <li>1. By Mid Sept 2010</li> <li>2. By October 2010</li> <li>3. By Late Sept 2010</li> </ol>	<p>Teachers</p> <ol style="list-style-type: none"> <li>1. Title I Director / Principal / Sig Coordinator</li> <li>2. School Wide team</li> <li>3. Entire staff / parents / district admin</li> </ol> <ol style="list-style-type: none"> <li>1. Classroom teacher</li> <li>2. Site Coordinator / proctor</li> <li>3. Admin</li> <li>4. Dept chair</li> <li>5. Dean, Instructional coach, SIG coordinator, data coach, admin, teachers</li> <li>6. Classroom teacher / parents</li> <li>7. SIG coordinator</li> </ol> <ol style="list-style-type: none"> <li>1. Instructional Coach</li> <li>2. Middle School - High School teachers / guidance counselor</li> <li>3. Site coordinator</li> </ol>
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					4. Guidance counselor
Graduation Rate	KHS will increase the percent of students graduating from 63% to 71% as measured by the ADE 4 year graduation report.	63%	<p>Collect baseline data</p> <ol style="list-style-type: none"> <li>Disseminate 4-year report /</li> </ol> <p>Analyze baseline data</p> <ol style="list-style-type: none"> <li>Restructuring team review of numbers</li> <li>Identify trends / needs</li> </ol> <p>Review SIRS withdrawal codes</p> <ol style="list-style-type: none"> <li>Generate biweekly report of student enrollments / withdrawals</li> </ol> <p>Review graduation plans</p> <ol style="list-style-type: none"> <li>Review graduation requirements / monitor progress</li> </ol>	<ol style="list-style-type: none"> <li>May &amp; September 2010</li> <li>August 2010</li> <li>August 2010</li> <li>Biweekly</li> <li>Quarterly beginning August 2010</li> </ol>	<ol style="list-style-type: none"> <li>Director of Assessment</li> <li>Restructuring team / site admin</li> <li>Restructuring team / SIG coordinator</li> <li>SIRS attendance clerk / admin / SIG coordinator</li> <li>Guidance counselor</li> </ol>

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

Kingman Unified School District has the following structures planned or in place to monitor, support and evaluate the restructuring plan at Mt Tipton:

- Retention of a School Improvement Grant Coordinator who will work with Mt Tipton staff in monitoring implementation of strategies.
- Minimum of bi-weekly site visits with site administration to review processes and strategies
- An assigned district admin mentor to work with school administration as support and guidance in creating and monitoring improvement processes
- Highly qualified instructional coach support at the primary, intermediate and secondary levels

5. T4-S observation of all staff monthly to evaluate progress – to organize coaching support
6. District data coach to work with grade levels and individual teachers in the implementation of improvement strategies
7. Provision of high-impact professional development directly linked to student achievement
8. Regularly scheduled interviews with staff, parents and students regarding student achievement and strategy implementation
9. Monthly budget review of spending with SIG coordinator, superintendent, grants management and district finance personnel to check for timely spending, compliance and student growth outcomes
10. Implementation of time line, responsible parties and expectations for student growth
11. Assist school in meeting deadlines and benchmarks for improvement strategies. Should the school not meet benchmark goals, the district restructuring team to include, but not limited to the Superintendent, SIG coordinator and Federal Programs coordinator will meet with site administration to assess strategies, adjust interventions and intercede by replacing staff if necessary.

## 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.**

***\*\*Reference Appendix G. Sustainability Worksheet***

**H. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

By indicating with a mark on the below items, the [Kingman Unified School District](#) 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.

Kingman Unified School District 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 schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. School(s): \_\_\_\_\_

**J. CONSULTATION WITH STAKEHOLDERS: The LEA 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:

<p><b>Principal Emma Weiss</b>  <b>Vice Principal Joyce Pietri</b>  <b>Mt Tipton Staff</b>  <b>Mt Tipton Parents</b>  <b>KUSD Governing Board</b>  <b>Superintendent</b>  <b>Assistant Superintendent</b>  <b>Federal Programs Coordinator</b></p>		

**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.**