

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: Omega Schools Inc. dba Omega Academy	NCES ID# 0400101	CTDS# 4295	Entity ID # 078603000
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School Board President _____ **Date** May 21, 2010 _____

Superintendent Signature _____ **Date** May 21, 2010 _____

Federal Program Director Signature _____ **Date** May 21, 2010 _____

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
La Puerta High School	040010103091	07-86-03-006	80982	X		
Sturgeon Middle School	040010103090	07-86-03-005	80981			X
Oasis High School	040010101885	07-86-03-002	78955			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?

LEA INFORMATION

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.

Description and Organization

Omega Schools, Inc is a non-profit 501(c) 3, School Wide Title 1, public charter school district, incorporated in 1995 and funded through the Arizona Department of Education. It is comprised of six, K -12 schools located, on two sites: The McDowell site serves Omega Academy K-4. Sturgeon Middle School 5th -8th and LaPuerta H.S. 9-12. These schools are **located in a Southwest Phoenix designated empowerment zone at 5757 W. McDowell in Phoenix, AZ.** The Northern campus houses Stellar Prep (elementary), C.Doby Middle School and Oasis High School. LaPuerta and Sturgeon are located on a campus comprised of 5 portable buildings in use. Oasis is located on a newer, permanent building site comprised of 15 structures which house the district offices, restrooms and all three schools.

Omega Schools, Inc. is a college preparatory charter school district with Monday through Thursday classes (Friday is reserved for staff professional development activities, and to provide drop-out prevention activities, remedial and tutoring classes for students.) The District has a current total student population of 500 students (kindergarten students are counted at .5); with approximately 65% of total district enrollment at the Respondent campus.

Student population characteristics:

Most students we enroll in grades 6th -12th have been suspended and/or expelled from other schools. Because of economics, Omega's mobility rate is high, especially at the middle school and high school levels.

All three schools have students are mostly Hispanic, struggling, at-risk, disadvantaged and have been displaced from the neighborhood public high school. Usually, our students come to the schools due to poor attendance, lack of high school credits, disciplinary violations or low academic skills. Many of our students have Spanish as their native language. Therefore, they are at various levels of English language proficiency and students may have difficulties in reading and writing English. The majority of our students (approximately 98%) receive free or reduced lunch.

Socioeconomic/Demographic Factors

Part of Omega's mission is to provide adult literacy for Omega parents and drop-out intervention programs to the community we serve the Maryvale area of Phoenix. According to a recent Phoenix Police Department report, Maryvale has the highest homicide rate, the highest auto theft rate, and the highest robbery rate in the City of Phoenix. The U.S. Census Bureau data for 2000 indicates that with regards to the neighborhoods from which we draw our student population, twenty-one percent of the school-aged children in our community are drop-outs. That data also indicates that with respect to the school-aged children in the community, county-wide, only 27% were high school graduates or earned the equivalent. In spite of what the data suggests about the likelihood of success for children who grow up in Maryvale, Omega Schools continues to make a dent in these dire statistics by refusing to socially promote students and by successfully graduating 36% of our high school student population who do not drop out. Comparatively, Omega reports a 92% attendance rate for grades 9 through 12, and an 89% attendance rate for grades 5 through 8. Omega is a learning community and values continuous improvement. The CEO and staff believe all children can achieve and that it is the teacher that makes the difference. Omega's staff encourages ALL students to pursue a 90% mastery level for the academic core. We expect all staff to encourage ALL students pursue post-secondary learning after high school graduation. Omega teaches children Monday through Thursday. The instructional minutes exceeds the required state standards by 25% because of the extended instructional day (8:00 – 3:45). In addition, instruction is provided on Fridays, during Saturday morning academies and during extended hours (4:00 – 6:30) including after school enrichment activities.

More than 68% of the community households from which we draw our student body come from households where the heads of households speak very poor English; and around 48% or better were born outside of the U.S. According to 2000 census data, more than half of the family heads of households from which we draw our student population were unemployed – which means that with the current spike in national unemployment rates, no doubt, this statistic has risen to about three quarters of the households we serve.

The poverty rate in our community is consistently greater than three times that of the national poverty rate. As would be expected given the number of households with incomes below the national poverty level, more than 90% of our student body receives free and reduced lunches, and approximately 1 in 5 of the total student population is defined as “homeless” under Arizona McKinney-Vento guidelines. (McKinney-Vento guidelines define homelessness to include families doubled-up because of hardship, families/children living in shelters, living in transitional housing, living in cars or abandoned campers, living in other substandard forms of housing, or living in situations that are detrimental to a child's psychological or physical well-being.) Further, the percentage of families in our community who live in renter-occupied housing is extremely disproportionate when compared to national statistics. More than 96% of our community's families live in rented housing compared to a 33.8% national average. For all households, no matter the family structure, better than 67% has children under the age of 18. More than 75% are Hispanic or Latino of any race, approximately 11% are African American, approximately 37% are White, and approximately 2% are Native American or are of other nationalities and races.

Omega Schools, Inc. educational objective is stated as follows:

To increase the individual level of academic achievement for all K-12 graders, to reflect at least one year of academic growth; To maintain equal opportunities for all students in every classroom through center-based instruction, individualized profiles/portfolios, and academic plans (including IEPs for special education students) as well as increasing all students' basic technological skills.

According to recent studies, when parents are involved, children do better in school regardless of the parent's educational attainment, income level, race or ethnic background. Clearly, when parents are hurting, struggling to make ends meet and disenfranchised from community services, the suffering of their children is just as great and will impact the quality of their educational experience. In many instances, because children spend so much time in school, the school becomes a secondary home. We believe that it is critical to the emotional, psychological, and social welfare of children who grow up in poverty to experience the aesthetic beauty and eco-friendly features of a green schoolhouse. Omega

applied for (and will continue to apply for selection) the Greenhouse grant which would provide permanent structures to the McDowell site.

Teaching and Administrative staff:

Omega schools employs a teaching staff of twenty-five individuals. Teaching experience ranges from one year to 28 years. **See attached teacher information grid.** The LEA consists of seven positions serving six schools, with two site administrators (Deans), one on each campus serving three schools on each respective campus. Learning is equally important for teachers. Organized professional development opportunities are provided on Fridays weekly. Teachers also attend workshops and/or seminars as funds are available. Building capacity for “teachers as trainers” and “teachers teaching teachers” is on-going at Omega Schools.

Community and Parental Involvement:

Omega is a “learning community and values continuous improvement. The CEO and staff believe all children can achieve and that it is the teacher that makes the difference. Omega’s staff encourages ALL students to pursue a 90% mastery level for the academic core. We expect all staff to encourage ALL students pursue post-secondary learning after high school graduation. Omega teaches children Monday through Thursday. The instructional minutes exceeds the required state standards by 25% because of the extended instructional day (8:00 – 3:45). In additional instruction is provided on Fridays, during Saturday morning academies and during extended hours (4:00 – 6:00) including after school enrichment activities.

Omega has always strived to provide a welcoming and accommodating environment for on-campus educational and literacy opportunities to the families of Maryvale. Over the years, we have provided the following types of opportunities to students and families in our community:

- English Language Learner classes and adult literacy for parents.
- Drop-out prevention classes and tutoring for high school students during “Friday School.”
- Partnership with Touchstone Behavioral Services, Inc. for counseling and small group sessions in bully and violence prevention, and drug and tobacco use prevention. (Services valued at approximately \$20,000)
- Pre-School program to offer breakfast for elementary-aged students and to assist working parents.
- After School Program, funded through the federal 21st Century Community Learning Centers federal grant for grades K through 12. (Approximately 1 million dollars awarded in funding since 1991.)
- Partnership with Arizona State University Herberger College ArtSpace Program for language arts activities. (Services valued at approximately \$25,000)
- McKinney-Vento Homeless grant funding through Arizona State Education Department (Services and school supplies and direct assistance to parents and students valued at \$15,000.)
- Character First! Education initiative involving students, families and community. (State Character First! Grant - \$10,000 awarded in funding in 2008-2009 academic year.)

Although we are constantly working to improve the involvement of our high school parents, parental involvement is still low. We host monthly parent-teacher conferences; call each parent to notify them about conferences-only 10%-20% attend. Many of our parents are struggling to make ends meet. Many are work late hours and are not able to attend. Some of our parents are even are unable to take a teleconference call at work and they often feel uncomfortable because they don't speak English at a conversational level. Some of our students are already involved with the juvenile court system and the parents feel they have lost control.

Family Engagement and Involvement Initiative involving Omega families and Maryvale community was awarded for 2009-2010 to continue for the duration of three years. This grant provides opportunities for all of our schools to participate in activities where students, parents, community members, staff and administration work together. Parents and staff have participated together in building relationships, communication, assistance and support for each other with student success, a shared vision, mission and goals. Some of the activities conducted this year have included a campus beautification project, performance celebrations, Saturday tea meetings, science fair judging across schools, Boxtops for Education workshop project, Family Engagement teambuilding workshops, prom involvement, activities to showcase student work, diversity activities and grade 8 promotion and dinner event.

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.

Omega is a learning community and values continuous improvement. The CEO and staff believe all children can achieve and that it is the teacher that makes the difference. Omega staff encourages ALL students to pursue a 90% mastery level for the academic core. We expect all staff to encourage ALL students pursue post-secondary learning after high school graduation. Omega teaches children Monday through Thursday. The instructional minutes exceeds the required state standards by 25% because of the extended instructional day (8:00 – 3:45). In additional instruction is provided on Fridays, during Saturday morning academies and during extended hours (4:00 – 6:00) including after school enrichment activities. See **vision, mission, beliefs and values attachment**.

There are less than 100 students registered at each one of the three schools. The campuses are small, well disciplined and the students are closely supervised at all times. The first period of the day is Character First where students learn the character traits that will help them responsible citizens of the 21st century. The last period of the day is career transition. Students learn how the core subjects they study can lead to their career choices in the future. Oasis believes in a “no excuse” curriculum with the goal of 90% or better mastery the curriculum. Students receive their core curriculum of math, science, English and social studies. The core curriculum is augmented by Anywhere Learning System (ALS). Juniors and seniors who are behind in academic credits have one at least one class scheduled in ALS (credit recovery). The ALS classes offered during school, after school and on Fridays help students to catch up on their credits by accelerating the completion of classes on the computer. The teachers are highly qualified and teach motivating, challenging curriculum that hold the students attention. The climate of the campus is calm with only minor discipline infractions. The culture and values of the school are based on the teaching of Character First. Two new values and traits are taught each month for students to learn, practice and implement in their daily lives.

Strengths of the three campuses include: an increase in number of highly qualified staff , class size, credit recovery, extended day options; an increase in continuity of focus for teacher professional development, and increase in staff vertical and horizontal articulation. Challenges and needs include: gaps in monitoring, evaluation timelines and processes which need to be eliminated and replaced with operational frameworks that support documentation; and assistance to staff to increase their effectiveness in classrooms and school wide.; limited staffing has created overloads in responsibilities and tasks to be completed by administration and LEA; insufficient human and material resources to support staff and student instructional support. **See Root Causes chart in grant document.**

There are less than 100 students registered at each one of the three schools. The campuses are small, well disciplined and the students are closely supervised at all times. The first period of the day is Character First where students learn the character traits that will help them responsible citizens of the 21st century. The last period of the day is career transition. Students learn how the core subjects they study can lead to their career choices in the future. Oasis believes in a “no excuse” curriculum with the goal of 90% or better mastery the curriculum. Students receive their core curriculum of math, science, English and social studies. The core curriculum is augmented by Anywhere Learning System

(ALS). Juniors and seniors who are behind in academic credits have one at least one class scheduled in ALS. The ALS classes offered during school, after school and on Fridays help students to catch up on their credits by accelerating the completion of classes on the computer. The teachers are highly qualified and teach motivating, challenging curriculum that hold the students attention. The climate of the campus is calm with only minor discipline infractions. The culture and values of the school are based on the teaching of Character First. Two new values and traits are taught each month for students to learn, practice and implement in their daily lives.

Strengths of the three campuses include: an increase in number of highly qualified staff , class size, credit recovery, extended day options; an increase in continuity of focus for teacher professional development, and increase in staff vertical and horizontal articulation. Challenges and needs include: gaps in monitoring, evaluation timelines and processes which need to be eliminated and replaced with operational frameworks that support documentation; and assistance to staff to increase their effectiveness in classrooms and school wide.; limited staffing has created overloads in responsibilities and tasks to be completed by administration and LEA; insufficient human and material resources to support staff and student instructional support. **See Root Causes chart.**

A.3 How are our students doing?

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

The following summary data is taken from ADE Report Card data and AZLEARNS information located on the ADE website. Omega students continue to struggle with math and reading. The reading achievement levels have improved. However the math achievement data requires additional intervention. **See attached data by school. (Included in the attachments are the following data pieces: student achievement, school process (ASIP Needs Assessment), perceptions: SAI survey results, student and parent perception survey results and demographics.)** Data trends for years 2007, 2008 and 2009 were used to determine needs for Tier I and Tier II schools—**see attachments.**

Oasis High School is a Title 1 School. Its student population is disadvantaged, at-risk, minority students. Hispanic students make-up 55% of the student population, black students-19% and white students comprise approximately 26% of the student population. Historically, approximately 45% of our students are proficient in reading, writing or math. The other 55% of our students tend to fall in the approach or falls far below category in reading, writing or math. Many of our high school students have been long term suspended from the neighborhood high schools for attendance or discipline issues. Some of the students have been directed to re-enroll in school by a court order. The majority of our students substantially behind in high school credits and are facing additional years of high school in order to qualify for graduation.

Both La Puerta High School and Sturgeon Middle School are Title 1 Schools. The student population is disadvantaged, at-risk, minority students. Hispanic students make-up 95% of the student population. Black and white students comprise approximately 5% of the student population. Historically, approximately 25% of the students are proficient in reading, writing or math. The other 75% of the students tend to fall in the approach or falls far below category in reading, writing or math. Many of our high school students have been long term suspended from the neighborhood high schools for attendance or discipline issues. Some of the students have been directed to re-enroll in school by court order. The majority of our students substantially behind in the high school credit and are facing additional years of high school in order to graduate.

			2005		2006		2007		2008		2009	
SCHOOL	CTDS	ENTITY	AYP	AZ LEARNS	AYP	AZ LEARNS	AYP	AZ LEARNS	AYP	AZ LEARNS	AYP	AZ LEARNS
LaPuerta	78603006	80982	Y	U-Performing	Y	Performing	N	Performing	N	Performing	N	Performing
Oasis	78603002	78955	Y	Performing	Y	Performing	N	Performing	N	Performing	N	Performing
Sturgeon	78603005	80981	N	Performing	N	Performing	N	Performing	N	Performing	N	Highly Performing

LA PUERTA HIGH SCHOOL DATA (McDOWELL CAMPUS)

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 Optional	2008-2009 (Must Complete	2009-2010 Optional
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Elements of Transformational Model	Elements of Transformational Model	Turnaround Model and elements of Transformational Model
AYP status	NO	NO	
Which AYP targets the school met and missed	Met Percent Tested in 10 th Grade - Yes Met Percent Proficient in 10 th Grade – No Met Graduate Rate - Yes	Met Percent Tested in 10 th Grade –No Met Percent Proficient in 10 th Grade – Not Evaluated Met Graduate Rate - No	
School improvement status	WY	SIY1	
Number of minutes within the school year	59,280	59,280	61,620 (added 15 minutes per day this year)
<u>SEE LA PUERTA DATA ATTACHMENTS</u>			
Percentage of limited English proficient students who attain English language proficiency	36%	56%	

Graduation rate	29%	49%	
Dropout rate	14 %	10 %	7 %
Student attendance rate	96%	93%	
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	0%	0%	
College enrollment rates	NA	NA	
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	332	342	
Truants	61	77	
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system	50% of the teachers were effective based on monthly teacher evaluations 50% of the teachers were ineffective and were terminated and replaced as the result of poor teacher evaluations and teacher performance. The replacements were all substitutes that were not effective for the duration of the year.	14% of the teachers were effective based on monthly teacher evaluations 86% of the teachers were ineffective and were terminated and replaced as the result of poor teacher evaluations and teacher performance. The replacements were all substitutes that were not effective for the duration of the year.	100% of the teachers are effective according to monthly teacher evaluations /all will be invited to return for the 2010-2011 academic year.
Teacher attendance rate	97%	96%	

S. STURGEON MIDDLE SCHOOL DATA (McDOWELL CAMPUS)

School Improvement Grant			
BASELINE DATA (To be submitted with SIG LEA Application)			
<p>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.</p>			
SCHOOL DATA	BASELINE		
	2007-2008 Optional	2008-2009 (Must Complete)	2009-2010 Optional
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Elements of Transformational Model	Elements of Transformational Model	Turnaround Model and elements of Transformational Model
AYP status	NO	NO	NE
Which AYP targets the school met and missed	Met Percent Tested in 10 th Grade - Yes Met Percent Proficient in 10 th Grade - No Met Graduate Rate - Yes	Met Percent Tested in Grade –Yes (95%) Met test objectives – No Met Attendance Rate – No (95%)	NE
School improvement status	WY	SIY1	
Number of minutes within the school year	59,280	59,280	61,620 (added 15 minutes per day this year)
SEE STURGEON DATA ATTACHMENTS			

Percentage of limited English proficient students who attain English language proficiency	No data	15%	13%
Graduation rate	NA	NA	NA
Dropout rate	NA	NA	NA
Student attendance rate	88%	86%	NA
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	0%	0%	0%
College enrollment rates	NA	NA	NA
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	524	744	NA
Truants	40	38	NA
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system	43% of the teachers were effective based on monthly teacher evaluations 57% of the teachers were ineffective and were terminated and replaced as the result of poor teacher evaluations and teacher performance. The replacements were all substitutes that were not effective for the duration of the year.	75% of the teachers were effective based on monthly teacher evaluations 25% of the teachers were ineffective and were terminated and replaced as the result of poor teacher evaluations and teacher performance. The replacements were all substitutes that were not effective for the duration of the year.	100% of the teachers are effective teachers according to monthly teacher evaluations / all will be invited to return for the 2010-2011 academic year.
Teacher attendance rate	96%	91%	99%

OASIS HIGH SCHOOL DATA (NORTHERN CAMPUS)

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-- <u>i.e.</u> , school closure.			
SCHOOL DATA-OASIS HIGH SCHOOL	BASELINE		
	2007-2008 Optional	2008-2009 (Must Complete)	2009-2010 Optional
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Elements of Transformational Model	Elements of Transformational Model	Turnaround Model and elements of Transformational Model
AYP status	NO	NO	N/A
Which AYP targets the school met and missed	MET: Grade Rate; test obj MISSED: AYP % tested	MET: test obj MISSED: AYP % tested	
School improvement status	NA	WARNING YEAR (WY)	SCHOOL IMPROVEMENT YEAR 1 (SIY1)
Number of minutes within the school year	59,280	59,280	61,620 (added 15 minutes per day this year)
SEE OASIS DATA ATTACHMENTS			
Percentage of limited English proficient students who attain English language proficiency	No Data Available	17%	20%

Graduation rate	67%	53%	75%
Dropout rate	4%	9%	2%
Student attendance rate	94%	95%	
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	0/0%	0/0%	1/1%
College enrollment rates	0/0%	0/0%	1/1%
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	412	357	N/A
Truants	46	43	N/A
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system	80% teachers –effective based on monthly required teacher evaluations 20% terminated after non-improvement under an improvement plan	100% teachers –effective based on monthly required teacher evaluations 1 relocated mid-year / was replaced by a non effective teacher after non-improvement under an improvement plan and decided not to return at the end of the year	60% teachers –effective based on monthly required teacher evaluations 40% will not be invited to return for the 2010-2011 academic year
Teacher attendance rate	96%	98%	96%

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.

	<p>Standard 1: Leadership Systems</p>		
<p>Administrators are chosen for getting results, influencing others and willingness to change</p>	<p>Principals were assigned to change campuses for 2009-2010.</p> <p>Administers attended ASCD and IRA conferences in 2009-2010. ADE workshops emphasizing coaching and observation training were also attended this year.</p> <ul style="list-style-type: none"> • Teachers and administrators work collaboratively to plan schedules, write grants and examine data 	<p>LEA and deans need to implement a more structured and systemic observation, monitoring and evaluation process that will include integration of professional development areas of focus and data from observations to drive instruction and professional development.</p> <ul style="list-style-type: none"> • Need calendar incorporating all dates for professional development grade/department level meetings, vertical and horizontal data discussions, feedback sessions, reflection and review dates inclusive of discussions regarding research-based instructional techniques, problem- solving, observational monitoring and evaluating implementation of new frameworks, procedures and forms/checklists, assessment schedule, use of materials and resources . • Need formal system evaluation and observation, such as iObservation, to track implementation of professional development training, deliverance of effective teaching and learning strategies and accountability for student proficiency levels and beyond.. 	<ul style="list-style-type: none"> • Deans will receive additional training in iObservation techniques to focus on the implementation of standards-based training/effective instructional strategies, use of to make data driven academic achievement decisions, and teacher growth through effective feedback and conferences. • LEA and administrators will influence teacher effectiveness with the implementation of daily, weekly and monthly observations, walk throughs,

		<ul style="list-style-type: none"> • More effectively align teaching calendar with the curriculum maps so that pacing provides for coverage of core learning in subject areas before on-going summative assessment and final assessments given by the state.. • Teachers and administrators need to attend ADE workshops, institutes, national professional conferences with a focus in reading, math, differentiated instruction, Marzano’s Academic Vocabulary, coaching and formative and summative observational data collection. • Incentives and stipends need to be provided to instructional, coaching and administrative staff who impact student achievement with growth results of 25-30% in reading and math. • System-wide change needs to occur at all levels with the creation, hiring and implementation of staff members that can more equitably distribute the workload so that consistent and continuous processes can be implemented efficiently effectively, and successfully. In other words, the gaps in communication, implementation accountability, monitoring and evaluating can be eliminated. • Instructional coaches, an assistant principal and LEA level administrators 	<p>conferences and collaborations with teachers, coaches and other staff. Documentation will be recorded, compiled and reviewed on a monthly basis by all staff.</p> <ul style="list-style-type: none"> • Leaders will be expected to demonstrate a clear purpose, unwavering passion and powerful persistence to generate continuous improvement and an environment that leads everyone to success. • Deans, LEA administrator, assistant principal and instructional coaches will receive training in iObservation techniques to focus on the implementation of a research-based framework of accountability for teacher performance and professional development implementation , use
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		<p>need to be hired to impact grant approval, implementation and monitoring and evaluation. Support and assistance to the site leadership needs to focus on assisting, mentoring, coaching, building capacity for emergent, future leaders, monitoring, professional development and documenting successes and areas to strengthen on a daily, on-going pace. Instructional coaches and assistant principal need to monitor the use of instructional pacing, curriculum maps, implementation of research-based effective teaching strategies, data and analysis, student achievement and teacher overall effectiveness. Job-embedded support needs to provide immediate feedback and support to the teaching staff.</p>	<p>of data driven decision-making regarding academic achievement and teachers' growth through effective feedback and conferences.</p> <ul style="list-style-type: none"> • Collaborative planning by administrators and teachers to map out the curriculum, assessments and goals for the core subjects to insure students academic growth and mastery of the learning.* • Lesson plans are collected and monitored weekly by site administrators with feedback and training provided as needed, individually and/or with small groups focused on a specific need. • Current curriculum maps will be scaffolded for pacing, student needs and student success as measured by assessment and
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			<p>classroom data.</p> <ul style="list-style-type: none">• Weekly formative assessments will be implemented at the high school level in addition to a pre-test, midterm and post test, which currently exists.• Need calendar incorporating all dates for professional development grade/department level meetings, vertical and horizontal data discussions, feedback sessions, reflection and review dates inclusive of discussions regarding research-based instructional techniques, problem-solving, observational monitoring and evaluating implementation of new frameworks, procedures and forms/checklists, assessment schedule, use of materials and resources .• Need formal system evaluation and observation, such as iObservation, to track
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			<p>implementation of professional development training, deliverance of effective teaching and learning strategies and accountability for student proficiency levels and beyond. .</p> <ul style="list-style-type: none">• More effectively align teaching calendar with the curriculum maps so that pacing provides for coverage of core learning in subject areas before on-going summative assessment and final assessments given by the state..• Teachers and administrators need to attend ADE workshops, institutes, national professional conferences with a focus in reading, math, differentiated instruction, Marzano's Academic Vocabulary, coaching and formative and summative observational data collection• Incentives and
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			<p>stipends need to be provided to instructional, coaching and administrative staff who impact student achievement with growth results of 25-30% in reading and math.</p> <ul style="list-style-type: none">• System-wide change needs to occur at all levels with the creation, hiring and implementation of staff members that can more equitably distribute the workload so that consistent and continuous processes can be implemented efficiently effectively, and successfully. In other words, the gaps in communication, implementation accountability, monitoring and evaluating can be eliminated.• *Instructional coaches, an assistant principal and LEA level administrators need to be hired to impact
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			<p>grant approval, implementation and monitoring and evaluation. *</p> <ul style="list-style-type: none">• Support and assistance to the site leadership needs to focus on assisting, mentoring, coaching, building capacity for emergent, future leaders, monitoring, professional development and documenting successes and areas to strengthen on a daily, on-going pace.• Instructional coaches and assistant principal need to monitor the use of instructional pacing, curriculum maps, implementation of research-based effective teaching strategies, data and analysis, student achievement and teacher overall effectiveness. Job-embedded support needs to provide immediate feedback and support to the teaching staff.
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<p>District has a comprehensive plan for recruiting and retaining highly effective teachers and leaders.</p>	<p>Positions are posted with an interview and selection process in place.</p>	<p>A formative evaluation, monitoring and summative evaluation process will be implemented to support the site administration in using their abilities to be instructional leaders on their respective campuses.</p> <p>Annual goals need to be identified by the deans that support instructional gains in student achievement and leadership gains. (All need to be measurable.)</p> <p>A monthly evaluation and monitoring process will be selected in May 2010 and implemented in July 2010. The LEA and deans will collaborate in this decision.</p> <p>The Director of School Improvement Turnaround will mentor, coach and monitor dean leadership and instructional qualities and performance on a weekly basis commencing July 2010. Documentation will be available to the Superintendent.</p> <p>Superintendent will meet twice a month with deans to progress monitor their leadership.</p> <p>Deans will be evaluated by Superintendent every two months.</p>	<ul style="list-style-type: none"> • Recruit ,interview and hire highly qualified staff during the summer month while school is on summer vacation. Insure the teacher or paraprofessional in motivated and capable to work effectively with our student population. • Add additional positions to provide a more equitable, leveled work load for all three schools. • Continue to spend resources to send dedicated, effective teachers to state and national conferences to gain and implement “cutting edge teaching skills. (SDE Differentiated Instruction., Singapore Math, NCTM, IRA, ASCD, NTEA, NSDC, National Social Studies and National Science and

			<p>appropriate technology conferences)</p> <ul style="list-style-type: none">• Provide mentoring, new teacher training and summer opportunities for professional development.• Provide stipends to staff who meet student achievement growth rates of 25-30% in reading and math.• Leadership team retreat will provide the opportunity for stakeholders to reach a common understanding, establish a common vocabulary and maximize their time to collaborate with each other on the significance of this plan. Stakeholders will focus on 2010-2011, with will emphasis the development, and follow up years of 2011-2012, and 2012-2013., implementation, monitoring and evaluation of everything in this plan. A main purpose and
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			<p>vision of what all of the components of this plan will be established.</p>
<p>There is a process to evaluate principals' abilities to demonstrate behavioral competencies of instructional leadership</p>	<p>The superintendent evaluates the deans annually using an established process and administrative evaluation form. Conferences are held with the deans during the school year</p> <p>*Omega has a formal systematic evaluation tool to evaluate the effectiveness of the Dean/Principal instructional leadership capabilities. These include and are not limited to :</p> <ul style="list-style-type: none"> * Deans are evaluated on a yearly basis for the academic improvement, enrollment and attendance at the school sites. * Deans are evaluated on his/her ability to implement the District's policies and procedures. * Deans are evaluated on his/her abilities to effectively evaluate teachers' effectiveness in delivering the curriculum and obtaining academic growth of their students. * Deans are evaluated on his/her ability to effectively communicate with the staff, parents, students and all other members of the learning community. * Deans are evaluated on his/her ability to provide a safe learning environment daily, 	<p>A formative evaluation, monitoring and summative evaluation process needs to be implemented to support the site administration in using their abilities to be instructional leaders on their respective campuses.</p> <p>Annual goals need to be identified by the deans that support instructional gains in student achievement and leadership gains. (All need to be measurable.)</p> <p>A monthly evaluation and monitoring process needs to be selected and implemented in July 2010. The LEA and deans will collaborate in this decision..</p> <p>*An Lea designee needs to provide assistance, support and direction for the deans on a weekly documented basis, rather than an annual evaluation by the Superintendent.</p> <p>The LEA needs to provide assistance and support at biweekly Leadership meetings. The Superintendent will meet with the deans biweekly, also to provide feedback and direction, incentives and/or consequences.</p> <p>Deans need to formally establish their annual goals</p>	<p>A formative evaluation, monitoring and summative evaluation process will be implemented to support the site administration in using their abilities to be instructional leaders on their respective campuses.</p> <p>Annual goals need to be identified by the deans that support instructional gains in student achievement and leadership gains. (All need to be measurable.)</p> <p>A monthly evaluation and monitoring process will be selected in May 2010 and implemented in July 2010. The LEA and deans will collaborate in this decision.</p> <p>The Director of School Improvement Turnaround will mentor, coach and monitor</p>

	<p>throughout the year.</p>	<p>as the instructional leader at the schools. These goals need to be specific and in addition to identified goals collaboratively established in the ASIP for each school..</p>	<p>dean leadership and instructional qualities and performance on a weekly basis commencing July 2010. Documentation will be available to the Superintendent.</p> <p>Superintendent will meet twice a month with deans to progress monitor their leadership.</p> <p>Deans will be evaluated by Superintendent every two months.</p>
<p>The LEA aligns personnel evaluations to effective instructional performance.</p>	<p>The teacher evaluation process included input from stakeholders (teachers, deans, LEA, Board members and parents) when designed and implemented.</p> <p>Forms and checklists are provided by the LEA for the deans to use for personnel evaluation purposes. These forms are comprehensive and explicitly describe the teachers' performance. They are</p>	<p>Personnel evaluations have been conducted by the deans on a monthly basis using district established forms and checklists. Feedback sessions have been inconsistent and not well documented on a regular basis. Annual evaluations are completed by the deans with their recommendations given to the Superintendent for renewal or non-renewal.</p> <p>*The Director of School Improvement Turnaround needs to provide assistance, support and direction for the deans instructional coaches, teaching staff and support staff on a weekly documented basis, rather than an annual evaluation by deans and the Superintendent.</p> <p>The LEA needs to discuss and provide assistance and support at biweekly Leadership meetings to the deans to promote and follow through on back at the three schools.. The Superintendent will meet with the deans biweekly, also to provide feedback and direction, incentives and/or</p>	<p>A formative evaluation, monitoring and summative evaluation process needs to be implemented to support the site administration in using their abilities to be instructional leaders on their respective campuses. See <u>Marzano Suite/iObservation attachment.</u></p> <p>Annual goals need to be identified by the teaching staff that support instructional percentage gains in student achievement in reading and mathematics and professional development growth in teacher effectiveness.. (All need to be growth in teacher effectiveness</p>

	<p>maintained in a file by the deans and LEA.</p> <p>Personnel evaluations have been conducted by the deans on a monthly basis using district established forms and checklists. Feedback sessions have been inconsistent and not well documented on a regular basis. Annual evaluations are completed by the deans with their recommendations given to the Superintendent for renewal or non-renewal</p> <p>Multiple sources of data are used to evaluate teacher effectiveness Some of the data sources used include: weekly lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports</p>	<p>consequences.</p> <p>Deans need to observe all teaching staff 2-3 times weekly using the iObservation framework and resources. Instructional coaches need to observe teaching staff daily with weekly individual and group conferences and feedback sessions. Professional development needs to be provided during the week as well as weekly at Friday professional development sessions.</p> <p>Feedback reports need to be provided to all instructional staff weekly by the deans and coaches. Portfolios of monitoring will be retained by the deans and coaches and professional development. Monthly performance conferences and reports should be completed by deans, coaches and instructional staff. Logs need to be maintained by coaches and deans.</p> <p>Deans need to formally establish their annual goals as the instructional leader at the schools. These goals need to be specific and in addition to identified goals collaboratively established in the ASIP for each school.</p> <p>Teachers need to establish annual goals, both instructional and for professional growth. These goals need to be reflected upon with the coaches and deans and in collaboration groups during on-going professional growth and development and data discussions. Implementation with fidelity should be an area of emphasis and monitoring.</p> <p>Multiple sources of data used to evaluate teacher effectiveness have been monitored on a monthly basis. There is a need for teachers to interact with the data available to them on a daily and weekly basis. Some of the data sources Omega is using include: weekly lesson plans, classroom observation feedback/checklist forms, classroom</p>	<p>measurable.)</p> <p>*The Director of School Improvement Turnaround will provide assistance, support and direction for the deans instructional coaches, teaching staff and support staff on a weekly documented basis, rather than an annual evaluation by deans and the Superintendent. <u>See Administrative monitoring forms and Marzano Suite/iObservation attachments.</u></p> <p>The LEA will discuss and provide assistance and support at biweekly Leadership meetings to the deans to promote and follow through on back at the three schools.. The Superintendent will meet with the deans biweekly, also to provide feedback and direction, incentives and/or consequences commencing July 2010..</p> <p>Deans will observe all teaching staff 2-3 times weekly using the iObservation framework and resources selected with input from stakeholders: teachers, LEA staff and school board, and family members. There is no teachers' union involved with Omega Schools.) <u>See Marzano Suites/iObservation overview attachment.</u></p> <p>Instructional coaches will observe</p>
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		<p>walk through discussion follow-up, student portfolios and achievement data classroom and individual reports</p>	<p>teaching staff daily with weekly individual and group conferences and feedback sessions. Professional development will be provided during the week as well as weekly at Friday professional development sessions.</p> <p>Feedback reports will be provided to all instructional staff weekly by the deans and coaches. <u>See Marzano Suite/iObservation attachments.</u> Portfolios of monitoring will be retained by the deans and coaches and professional development. Monthly performance conferences and reports should be completed by deans, coaches and instructional staff. Logs will be maintained by coaches and deans. <u>See Marzano Suites/iObservation overview attachment.</u></p> <p>Deans will formally establish their annual goals as the instructional leader at the schools. These goals need to be specific and in addition to identified goals collaboratively established in the ASIP for each school. This process will be completed at the leadership retreat with support and assistance from the LEA and lead teachers, using collaboration.</p> <p>Teachers will establish annual goals, both instructional and for professional growth. These goals need to be reflected upon with the</p>
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			<p>coaches and deans and in collaboration groups during on-going professional growth and development and data discussions. Implementation with fidelity should be an area of emphasis and monitoring.</p> <p>The staff member being evaluated will present documentation to the deans,, demonstrating the professional development strategies that have been implemented and the student achievement results that support successful teacher performance..</p> <p>Multiple sources of data used to evaluate Teacher effectiveness will be discussed using data resources, daily and weekly, between the instructional coaches and teaching staff. Deans will discuss and monitor with coaches weekly and teaching staff on a monthly basis. There is a need for teachers to interact with the data available to them on a daily and weekly basis. Some of the data Omega is using include: weekly lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports.</p> <p>Professional development training focusing on formative and</p>
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			<p>summative assessments and instructional decision-making will be incorporated in to the teacher evaluation process using the iObservation framework and process. <u>See attached Marzano Suites/iObservation overview attachment.</u></p> <p>iObservation, differentiated instruction, technology (continued use of software programs (<u>see attached software list</u>), “clickers implementation, extended breadth and depth of data analysis integration with all components of instructional decision-making,) , and Anita Archer’s REWARDS program /instructional training have been identified and selected by staff, site administration and LEA to be the professional development plan components for 2010-2013, Extending, expanding, revising, reflecting, monitoring and evaluating these components and their integration with each other will strengthen and increase the performances, learning and results of our teachers, administrators, students and parents.</p>
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<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>	<p>Procedures and policies exist so that schools within the charter can pursue innovations that will meet their staff, student population and stakeholders' needs The stakeholders present innovations by completing a process in which the LEA leadership team, parents and staff, site administrators and students are involved in the determination Staffing, budgeting and scheduling provide limitations and challenges periodically. Omega's LEA works diligently as a team to remove the obstacles using creativity, resourcefulness, energy and motivation to follow through on innovations over time.</p>	<p>Areas needing to be focused on include:</p> <p>Increasing funding sources, human and material resources, professional development opportunities (especially including job-embedded learning for all teachers) and extension of opportunities at all levels of the organization.</p>	<p>Create positions :</p> <p>Director of State and Federal Projects, Director of School Improvement Turnaround</p> <p>Instructional Coaches</p> <p>Instructional staff to provide “double dip” electives in reading and mathematics to bridge the achievement gap and increase student proficiency so that graduation rates will escalate.</p> <p>2 secretaries, an Assistant Principal, Data Coach, 2 Attendance/Behavior Interventionists, and a data clerk.</p> <p>Hire external consultants for data cleanup and monitoring of LEA implementation of this grant.</p>
<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>	<p>* The LEA currently supports the ASIP and Consolidated Plans being implemented at the three school sites.</p> <p>Elements of the transformational model have been implemented over the past several years.</p> <p>Elements of the turnaround model were implemented in 2009-2010.</p>	<p>The turnaround model needs to be completed.</p> <p>Follow up and extension of the elements of the transformational model need to be continued, revised and evaluated.</p>	<p>The turnaround model will be completed. Various strategies that will be addressed include:</p> <ul style="list-style-type: none"> • In addition to changing principals, an assistant principal will be assigned to share the workload and will be trained in leadership responsibilities for 2010-2011. • New teachers who are highly qualified and SEI trained will be

			<p>hired to fill vacancies (that resulted in terminating staff that were not highly qualified nor attained expected achievement results) July 1, 2010..</p> <ul style="list-style-type: none">• Mathematics will drive high school scheduling for 2010-2011.• “Double dip” electives in reading and mathematics will be required courses for students at Falls Far Below and Approaching levels.• Instructional coaches and a data coach will monitor and assist/support teaching staff and administration in increasing the quality of teacher effectiveness on a weekly basis commencing August 2010. Student data will drive instruction.• Curriculum maps that are already aligned to the AZ State Standards are being scaffolded to meet the students’
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			<p>academic needs.</p> <ul style="list-style-type: none">• Professional development will be driven with the focus of teacher effectiveness growth in the areas of classroom management, student engagement, effective instructional strategies, differentiated instruction, academic vocabulary, technology, reading comprehension and ELL instruction. Student data will drive instruction and professional development.• External technical assistance will include data and monitoring of this plan.• Recruiting new students and families to enroll will continue to be a priority. <p>Follow up and extension of the elements of the transformational model will be continued, revised and evaluated.</p>
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			<p>Implement a teacher effectiveness professional development framework using iObservation and focus professional development training in areas cited in this column(referring to the turnaround model.)</p> <p>Increase and ensure continuous use of meaningful data.</p> <p>Identify and reward staff who are increasing student outcomes, support and then remove who are not meeting these expectations and achieving student achievement and professional development growth results.</p> <p>Establish job-embedded p.d. that builds capacity, supports staff efforts and retains staff.</p> <p>Increase student learning time with specifically designed high school after school academic program, in addition to tutoring, credit recovery and acceleration of credits using the ALS software program. <u>See after school program proposal attachment.</u></p> <p>Increase parent, community and family involvement using the Family Engagement grant.</p> <p>Utilize technical assistance when</p>
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			and where necessary. Provide processes that provide flexibility in on-going implementation, monitoring and evaluation action plans, making sure that student data drives instruction.
Standard 2: Curriculum, Instruction and Professional Development			
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>The Omega LEA has a curriculum and curriculum maps for each academic core area required by ADE for high school graduation that are aligned to Arizona Academic Standards and National Standards. <u>See curriculum map attachments.</u> The LEA has a process for monitoring the implementation at the school level.</p> <p>The core curriculum is evaluated and revised annually. ADE has approved Omega Schools' curriculum maps. LEA provides teachers with a complete set of pacing guides.</p> <ul style="list-style-type: none"> Teachers are provided with curriculum, instruction and assessments that are explicitly aligned to the Arizona Academic Standards. Teachers are required to plan lessons using the Omega teaching calendar/pacing guide that assures standards are taught during the school year. Teachers turn in lesson plans on a weekly basis that are monitored by the dean and LEA staff. The deans monitor instructional implementation by the teachers with 	<p>Curriculum map objectives are comprehensive and listed in random order, which is the format of the AZ State Standards. Reordering the objectives in a scaffolded pattern is necessary. This reordering project will provide scaffolded pacing guides which can be implemented, monitored and evaluated with fidelity by teachers, site administration and LEA.</p> <p>Program pacing guides, program resources and training can be more effectively and efficiently provided and evaluated by the teaching staff, site administration and LEA because of the thorough and explicit design and training for implementation, using a systematic and systemic framework. Program reviews need to be scheduled three times annually.</p> <p>Program materials, resources and training can be aligned and monitored on a weekly and monthly basis using lesson plans, observations, student data and instructional coaches.</p>	<p>Curriculum map objectives are comprehensive and listed in random order, which is the format of the AZ State Standards. Reordering the objectives in a scaffolded pattern is necessary. This reordering project will provide scaffolded pacing guides which can be implemented, monitored and evaluated with fidelity by teachers, site administration and LEA. The reordering will be completed</p> <p>Program pacing guides, program resources and training can be more effectively and efficiently provided and evaluated by the teaching staff, site administration and LEA because of the thorough and explicit design and training for implementation, using a systematic and systemic framework. Program reviews will be scheduled three times annually.</p>

	<p>daily, weekly and monthly walk - throughs, formal observations and evaluations , providing supportive and corrective feedback.</p> <ul style="list-style-type: none"> • Teachers receive training , modeling and practice using instructional strategies during professional development weekly training. • The deans monitor the implementation of these strategies with the teachers in the classroom regularly. 		<p>Program materials, resources and training will be aligned and monitored on a weekly and monthly basis (by the deans) using lesson plans, observations, student data and instructional coaches.</p>
<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>	<ul style="list-style-type: none"> • Professional development is provided during the work day every Friday during the school year. Needs identified in the annual ASIP plans are annually integrated in to the year’s professional development plan. • Teaching staff and deans collaborate to select areas of emphasis. Professional development is a priority at Omega Schools All levels of staff participate in weekly training. 	<p>Curriculum map objectives are comprehensive and listed in random order, which is the format of the AZ State Standards. Reordering the objectives in a scaffolded pattern is necessary. This reordering project will provide scaffolded pacing guides which can be implemented, monitored and evaluated with fidelity by teachers, site administration and LEA.</p> <p>Program pacing guides, program resources and training can be more effectively and efficiently provided and evaluated by the teaching staff, site administration and LEA because of the thorough and explicit design and training for implementation , using a systematic and systemic framework. Program reviews need to be scheduled three times annually.</p> <p>Program materials, resources and training can be aligned and monitored on a weekly and monthly basis using lesson plans, observations, student data and instructional coaches</p>	<p>Curriculum map objectives are comprehensive and listed in random order, which is the format of the AZ State Standards. Reordering the objectives in a scaffolded pattern is necessary. This reordering project will provide scaffolded pacing guides which can be implemented, monitored and evaluated with fidelity by teachers, site administration and LEA. The reordering will be completed</p> <p>Program pacing guides, program resources and training can be more effectively and efficiently provided and evaluated by the teaching staff, site administration and LEA because of the thorough and explicit design and training for implementation , using a systematic and systemic framework. Program reviews will be scheduled three times annually.</p> <p>Program materials, resources and training will be aligned and</p>

			<p>monitored on a weekly and monthly basis (by the deans) using lesson plans, observations, student data and instructional coaches.</p> <p>Multiple sources of data are used and will be revised and continually used to evaluate teacher effectiveness. Some of the data sources used include: weekly lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports. I Observation framework will be the core component of the professional development plan introduced and implemented for 2010-2013. The intention is for student data to drive instruction.</p> <p>iObservation, differentiated instruction, technology (continued use of software programs (<u>see attached software list</u>), “clickers implementation, extended breadth and depth of data analysis integration with all components of instructional decision-making.), and Anita Archer’s REWARDS program /instructional training have been identified and selected by staff, site administration and LEA to be the professional development plan components for 2010-2013,</p>
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			<p>Extending, expanding, revising, reflecting, monitoring and evaluating these components and their integration with each other will strengthen and increase the performances, learning and results of our teachers, administrators, students and parents.</p> <p>Building teacher capacity with PLC's collaborative p.d. social networking, "teachers teaching teachers", emergent leadership plc and differentiated and individualized professional development will provide all employees maximized opportunities for self assessment and collegial growth.</p> <p>Professional development opportunities for all staff is paramount and a priority. Budget availability is being sought to increase the p.d. budget for 2010-2013 using a variety of funding sources. When p.d. is aligned, planed and used to increase student learning then opportunities will be identified for extensive and appropriate training so that teachers can continue and increase frequency and intensity staff-wide conversations and collaborations to ensure systematic, systemic changes and continuous improvement in every area and level that comprises the</p>
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			“Omega way.
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.	As part of the Omega Charter there is no collective bargaining unit or agreements to negotiate with for hiring, placement, or retention of staff. Each employee signs a contract that is based on job performance, enrollment and resources only. There is no collective bargaining.	Not applicable.	Not applicable.

<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 teacher evaluation process included input from stakeholders (teachers, deans, LEA, Board members and parents) when designed and implemented.</p> <p>Forms and checklists are provided by the LEA for the deans to use for personnel evaluation purposes. These forms are comprehensive and explicitly describe the teachers' performance. They are maintained in a file by the deans and LEA.</p> <p>Personnel evaluations have been conducted by the deans on a monthly basis using district established forms and checklists. Feedback sessions have been inconsistent and not well documented on a regular basis. Annual evaluations are completed by the deans with their recommendations given to the Superintendent for renewal or non-renewal</p> <p>Multiple sources of data are used to evaluate teacher effectiveness Some of the data sources used include: weekly lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports</p> <p>* The LEA aligns teacher evaluations to effective instructional performance and high student academic achievement.</p> <p>* Daily, weekly and monthly walk-through, observations/evaluations with supportive/focused feedback, and stipends for students' academic growth and performance.</p> <p>* Omega's teacher evaluation is in compliance with nine of ARS budget sections.</p> <p>* Students' academic achievement data is</p>	<p>*The Director of School Improvement Turnaround needs to provide assistance, support and direction for the deans instructional coaches, teaching staff and support staff on a weekly documented basis, rather than an annual evaluation by deans and the Superintendent.</p> <p>The LEA needs to discuss and provide assistance and support at biweekly Leadership meetings to the deans to promote and follow through on back at the three schools.. The Superintendent will meet with the deans biweekly, also to provide feedback and direction, incentives and/or consequences.</p> <p>Deans need to observe all teaching staff 2-3 times weekly using the iObservation framework and resources. Instructional coaches need to observe teaching staff daily with weekly individual and group conferences and feedback sessions. Professional development needs to be provided during the week as well as weekly at Friday professional development sessions.</p> <p>Feedback reports need to be provided to all instructional staff weekly by the deans and coaches. Portfolios of monitoring will be retained by the deans and coaches and professional development. Monthly performance conferences and reports should be completed by deans, coaches and instructional staff. Logs need to be maintained by coaches and deans.</p> <p>Deans need to formally establish their annual goals as the instructional leader at the schools. These goals need to be specific and in addition to identified goals collaboratively established in the ASIP for each school.</p> <p>Teachers need to establish annual goals, both</p>	<p>*The Director of School Improvement Turnaround will provide assistance, support and direction for the deans instructional coaches, teaching staff and support staff on a weekly documented basis, rather than an annual evaluation by deans and the Superintendent.</p> <p>The LEA will discuss and provide assistance and support at biweekly Leadership meetings to the deans to promote and follow through on back at the three schools.. The Superintendent will meet with the deans biweekly, also to provide feedback and direction, incentives and/or consequences commencing July 2010..</p> <p>Deans will observe all teaching staff 2-3 times weekly using the iObservation framework and resources selected with input from stakeholders: teachers, LEA staff and school board, and family members. There is no teachers' union involved with Omega Schools.) <u>See Marzano Suites/iObservation overview attachment.</u></p> <p>Instructional coaches will observe teaching staff daily with weekly individual and group conferences and feedback sessions. Professional development will be provided during the week as well</p>
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	<p>compiled by the computerized Achievement Series Program to help evaluate teachers' instructional effectiveness and student learning. This data is turned in to the Dean each month in the teachers' Prop 301 Binders.</p> <p>* The Prop 301 Binder is part of the teachers' evaluation. In the teachers' Prop 301 Binders include District and classroom assessments to document their instructional effectiveness and students' academic growth.</p> <p>* The observation/evaluation are designed to evaluate teachers' abilities to promote the mission, vision, and goals of the District. It evaluates teachers' completion of administrative documents, instructional effectiveness and classroom management.</p> <p>* Teacher deemed to be ineffective in instructing his/her students, poor at classroom management, and noncompliant with District policies and procedure or not committed to the "turn around process" can be dismissed from our schools immediately.</p>	<p>instructional and for professional growth. These goals need to be reflected upon with the coaches and deans and in collaboration groups during on-going professional growth and development and data discussions. Implementation with fidelity should be an area of emphasis and monitoring.</p> <p>Multiple sources of data used to evaluate teacher effectiveness have been monitored on a monthly basis. There is a need for teachers to interact with the data available to them on a daily and weekly basis. Some of the data sources Omega is using include: weekly lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports.</p>	<p>as weekly at Friday professional development sessions.</p> <p>Feedback reports will be provided to all instructional staff weekly by the deans and coaches. Portfolios of monitoring will be retained by the deans and coaches and professional development. Monthly performance conferences and reports should be completed by deans, coaches and instructional staff. Logs will be maintained by coaches and deans.</p> <p>An emphasis on student data driving instruction will permeate all of the processes implemented in this plan.</p> <p><u>See Marzano Suites/iObservation overview attachment.</u></p> <p>Deans will formally establish their annual goals as the instructional leader at the schools. These goals need to be specific and in addition to identified goals collaboratively established in the ASIP for each school. This process will be completed at the leadership retreat with support and assistance from the LEA and lead teachers, using collaboration</p> <p>Teachers will establish annual goals, both instructional and for professional growth. These goals need to be reflected upon with the coaches and deans and in</p>
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			<p>collaboration groups during on-going professional growth and development and data discussions. Implementation with fidelity should be an area of emphasis and monitoring.</p> <p>The staff member being evaluated will present documentation to the deans,, demonstrating the professional development strategies that have been implemented and the student achievement results that support successful teacher performance..</p> <p>Multiple sources of data used to evaluate Teacher effectiveness will be discussed using data resources, daily and weekly, between the instructional coaches and teaching staff. Deans will discuss and monitor with coaches weekly and teaching staff on a monthly basis. There is a need for teachers to interact with the data available to them on a daily and weekly basis. Some of the data Omega is using include: weekly lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports. The purpose is to have student data drive instructional choices.</p> <p>Professional development training</p>
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			<p>focusing on formative and summative assessments and instructional decision-making will be incorporated in to the teacher evaluation process using the iObservation framework and process. <u>See attached Marzano Suites/iObservation overview attachment.</u></p> <p>iObservation, differentiated instruction, technology (continued use of software programs (<u>see attached software list</u>), “clickers implementation, extended breadth and depth of data analysis integration with all components of instructional decision-making,) , and Anita Archer’s REWARDS program /instructional training have been identified and selected by staff, site administration and LEA to be the professional development plan components for 2010-2013, Extending, expanding, revising, reflecting, monitoring and evaluating these components and their integration with each other will strengthen and increase the performances, learning and results of our teachers, administrators, students and parents.</p> <p>The Director of School Improvement Turnaround needs to provide assistance, support and direction for the deans instructional coaches, teaching</p>
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			<p>staff and support staff on a weekly documented basis, rather than an annual evaluation by deans and the Superintendent.</p> <p>The LEA will discuss and provide assistance and support at biweekly Leadership meetings to the deans to promote and follow through on back at the three schools.. The Superintendent will meet with the deans biweekly, also to provide feedback and direction, incentives and/or consequences commencing July 2010..</p> <p>Deans will observe all teaching staff 2-3 times weekly using the iObservation framework and resources selected with input from stakeholders: teachers, LEA staff and school board, and family members. There is no teachers' union involved with Omega Schools.) <u>See Marzano Suites/iObservation overview attachment.</u></p> <p>Instructional coaches will observe teaching staff daily with weekly individual and group conferences and feedback sessions.</p> <p>Professional development will be provided during the week as well as weekly at Friday professional development sessions.</p> <p>Feedback reports will be provided to all instructional staff weekly</p>
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		<p>by the deans and coaches. Portfolios of monitoring will be retained by the deans and coaches and professional development. Monthly performance conferences and reports should be completed by deans, coaches and instructional staff. Logs will be maintained by coaches and deans.</p> <p><u>See Marzano Suites/iObservation overview attachment.</u></p> <p>Deans will formally establish their annual goals as the instructional leader at the schools. These goals need to be specific and in addition to identified goals collaboratively established in the ASIP for each school. This process will be completed at the leadership retreat with support and assistance from the LEA and lead teachers, using collaboration</p> <p>Teachers will establish annual goals, both instructional and for professional growth. These goals need to be reflected upon with the coaches and deans and in collaboration groups during on-going professional growth and development and data discussions. Implementation with fidelity should be an area of emphasis and monitoring.</p> <p>The staff member being evaluated will present documentation to the deans,, demonstrating the professional development</p>
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			<p>strategies that have been implemented and the student achievement results that support successful teacher performance..</p> <p>Multiple sources of data used to evaluate Teacher effectiveness will be discussed using data resources, daily and weekly, between the instructional coaches and teaching staff. Deans will discuss and monitor with coaches weekly and teaching staff on a monthly basis. There is a need for teachers to interact with the data available to them on a daily and weekly basis. Some of the data Omega is using include: weekly lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports.</p> <p>Professional development training focusing on formative and summative assessments and instructional decision-making will be incorporated in to the teacher evaluation process using the iObservation framework and process. <u>See attached Marzano Suites/iObservation overview attachment.</u></p> <p>iObservation, differentiated instruction, technology (continued use of software</p>
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			<p>programs (<u>see attached software list</u>), “clickers implementation, extended breadth and depth of data analysis integration with all components of instructional decision-making,) , and Anita Archer’s REWARDS program /instructional training have been identified and selected by staff, site administration and LEA to be the professional development plan components for 2010-2013, Extending, expanding, revising, reflecting, monitoring and evaluating these components and their integration with each other will strengthen and increase the performances, learning and results of our teachers, administrators, students and parents.</p>
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<p>The LEA has a systematic process for measuring quality instruction and student engagement including walkthrough procedures</p>	<p>Personnel evaluations have been conducted by the deans on a monthly basis using district established forms and checklists. Feedback sessions have been inconsistent and not well documented on a regular basis. Annual evaluations are completed by the deans with their recommendations given to the Superintendent for renewal or non-renewal.</p>	<p>Personnel evaluations have been conducted by the deans on a monthly basis using district established forms and checklists. Feedback sessions have been inconsistent and not well documented on a regular basis. Annual evaluations are completed by the deans with their recommendations given to the Superintendent for renewal or non-renewal.</p> <p>*The Director of School Improvement Turnaround needs to provide assistance, support and direction for the deans, instructional coaches, teaching staff and support staff on a weekly documented basis, rather than an annual evaluation by deans and the Superintendent.</p> <p>The LEA needs to discuss and provide assistance and support at biweekly Leadership meetings for the deans to promote and follow through with, back at the three schools.. The Superintendent will meet with the deans biweekly, also, to provide feedback and direction, incentives and/or consequences.</p> <p>Deans need to observe all teaching staff 2-3 times weekly using the iObservation framework and resources. Instructional coaches need to observe teaching staff daily with weekly individual and group conferences and feedback sessions. Professional development needs to be provided during the week as well as weekly at Friday professional development sessions.</p> <p>Feedback reports need to be provided to all instructional staff weekly by the deans and coaches. Portfolios of monitoring will be retained by the deans and coaches and professional development. Monthly performance conferences and reports should be completed by deans, coaches and instructional staff. Logs need to be</p>	<p>Personnel evaluations have been conducted by the deans on a monthly basis using district established forms and checklists. Feedback sessions have been inconsistent and not well documented on a regular basis. Annual evaluations are completed by the deans with their recommendations given to the Superintendent for renewal or non-renewal.</p> <p>*The Director of School Improvement Turnaround needs to provide assistance, support and direction for the deans, instructional coaches, teaching staff and support staff on a weekly documented basis, rather than an annual evaluation by deans and the Superintendent.</p> <p>The LEA needs to discuss and provide assistance and support at biweekly Leadership meetings for the deans to promote and follow through with, back at the three schools.. The Superintendent will meet with the deans biweekly, also, to provide feedback and direction, incentives and/or consequences.</p> <p>Deans need to observe all teaching staff 2-3 times weekly using the iObservation framework and resources. Instructional coaches need to observe teaching</p>
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		<p>maintained by coaches and deans.</p> <p>Deans need to formally establish their annual goals as the instructional leader at the schools. These goals need to be specific and in addition to identified goals collaboratively established in the ASIP for each school.</p> <p>Teachers need to establish annual goals, both instructional and for professional growth. These goals need to be reflected upon with the coaches and deans and in collaboration groups during on-going professional growth and development and data discussions. Implementation with fidelity should be an area of emphasis and monitoring.</p> <p>Multiple sources of data used to evaluate teacher effectiveness have been monitored on a monthly basis. There is a need for teachers to interact with the data available to them on a daily and weekly basis. Some of the data sources Omega is using include: weekly lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports. <u>See Marzano Suite/iObservation attachment.</u></p>	<p>staff daily with weekly individual and group conferences and feedback sessions. Professional development needs to be provided during the week as well as weekly at Friday professional development sessions.</p> <p>Feedback reports need to be provided to all instructional staff weekly by the deans and coaches. Portfolios of monitoring will be retained by the deans and coaches and professional development. Monthly performance conferences and reports should be completed by deans, coaches and instructional staff. Logs need to be maintained by coaches and deans.</p> <p>Deans need to formally establish their annual goals as the instructional leader at the schools. These goals need to be specific and in addition to identified goals collaboratively established in the ASIP for each school.</p> <p>Teachers need to establish annual goals, both instructional and for professional growth. These goals need to be reflected upon with the coaches and deans and in collaboration groups during on-going professional growth and development and data discussions. Implementation with fidelity should be an area of emphasis and monitoring.</p>
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			<p>Multiple sources of data used to evaluate teacher effectiveness have been monitored on a monthly basis. There is a need for teachers to interact with the data available to them on a daily and weekly basis. Some of the data sources Omega is using include: weekly lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports.</p> <p><u>See Marzano Suite/iObservation attachment. See Marzano's Suite/iObservation attachment.</u></p>
<p>The LEA has a systematic process enabling teachers to collaborate during the work day to use data to improve instruction.</p>	<ul style="list-style-type: none"> • Professional Development provides time for teachers to review academic data and to collaborate to improve instruction. • Academic data is provided to teachers through the Achievement Series Data Assessment Program on a monthly basis. The assessment reports detail the percentage questions answered correctly, incorrectly and the mastery level of each individual student. • Teachers are able to use this data to effectively target weak or deficit areas in their instructional delivery and students' learning. • Teachers are able to use the assessment data in a timely manner to re-teach 	<p>* Strategically allocate calendar dates to intermittently review the academic data to design and implement interventions to improve academic performance in a timely manner and impact the students who are identified as needing additional support and assistance in academic areas.</p> <p>Reviews, revisions and newly created systems for increasing the level and degree of understanding, application and accountability needs to be established and implemented as quickly as possible. Some of these actions will carryover in the development and implementation stages due to the fact that we have limited staffing currently</p>	<p>* Strategically allocate calendar dates so that teaching staff can intermittently review the academic data to design and implement intervention to improve academic performance in a timely manner and impact the students most needy.</p> <p>Reviews, revisions and newly created systems for increasing the level and degree of understanding, application and accountability will occur and be implemented as quickly as possible. Some of these actions will carryover in the development and implementation stages due to the fact that we have limited staffing currently.</p> <p>The addition of newly created</p>

	<p>areas of the curriculum.</p> <ul style="list-style-type: none"> At professional development training session teachers in the entire district collaborate as a high school team to determine effective methods of delivering the appropriate instruction and improving students' academic achievement. * Students' academic achievement data is compiled by the computerized Achievement Series Program to help evaluate teachers' instructional effectiveness and student learning. This data is turned in to the Dean each month in the teachers' Prop 301 Binders. 		<p>staffing personnel and the frameworks and processes identified throughout this document will intensify and target more explicit attention, monitoring and results at all levels of these three schools and the entire organization. <u>Additional data is shared using a variety of data sources listed in the LEA Section A reports of this plan. See individual school data grids in Section A.</u></p> <p>Professional development will be a budgetary priority.</p> <p>Opportunities for staff-wide conversations on continuous improvement and system</p>
Standard 3: Assessment System			
The LEA has a comprehensive data warehouse system that allows for the collection of student data down to individual student performance	<p>* The LEA has a comprehensive data system that allows for the collection of student data district-wide down to the individual student level. There is a systematic reliance on data as a basis for decision-making at all levels of the system throughout the school year. LEA facilitates conversations to improve the effectiveness of instructional practices on students' learning. LEA and school goals are set based on present levels of performance along with grade level standards. Changes are based on the analysis of data and the educational needs of students.</p> <p>Professional development is based on the</p>	<p>Weekly formative assessments need to be selected and implemented in the two high schools in August 2010.</p> <p>Increasing the use of data to drive decision-making to meet student needs is critical, and on-going as a process to embed in conversations from the LEA to the classroom level on weekly basis. LEA and school goals need to be established using all of the available data to drive professional development and increase student achievement based on their</p>	<p>Weekly formative assessments will be selected and implemented next school year.</p> <p>Increasing the use of data to drive decision-making to meet student needs is critical, and on-going as a process to embed in conversations from the LEA to the classroom level on weekly basis. LEA and school goals will be established</p>

	<p>instructional needs of the teachers.</p> <p>*LaPuerta, Sturgeon and Oasis uses daily, weekly and monthly, informal and formal assessments of students' academic performance to drive curriculum instruction, decisions, and implementation.</p> <p>*Achievement Series computerized assessment system provides the teachers with immediate feedback on students' learning for instructional decision-making.</p> <p>*The Achievement Series Data Program provides teachers with academic data on a monthly schedule. The data gives teacher's feedback on formal assessments that are aligned to the Arizona Academic Standards. Sturgeon has results weekly. High schools have results from Achievement Series three times a term.</p> <p>*Teachers are required to study the data and collaborate with team members make decision to improve their instruction of students and their students' academic performance.</p>	<p>needs derived from the data.</p> <p>Data conversations and training need to occur daily with instructional coaches, weekly with the deans and monthly or more in collaborate professional development sessions.</p>	<p>using all of the available data to drive professional development and increase student achievement based on their needs derived from the data. This will happen commencing July 2010 with this plan.</p> <p>Data conversations and training will occur daily with instructional coaches, weekly with the deans and monthly or more in collaborative professional development sessions. The assistant principal, lead teachers and data coach, along with LEA members will assist in this portion of the plan. Their roles and tasks have been outlined in previous sections of this plan. Teacher training will be based on the instructional and professional needs of the teaching staff..</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>	<ul style="list-style-type: none"> • The LEA has a measurement of student learning that is currently used to support instructional decisions. • ASIP plans and Consolidated plans for all three schools are involved in meeting the needs of students using data driven goals and decisions. • Levels of performance drive the development and attainment of our goals. 	<p>Increasing the use of data to drive decision-making at all levels of the organization (LEA level to classroom level) to meet student needs is critical, and on-going as a process. There is a need to embed all staff in conversations from the LEA to the classroom level on weekly basis. Coaches, deans LEA and staff need to lead these efforts.</p> <p>LEA and school goals need to be established using all of the available data to drive professional development and increase student achievement based on their needs derived from the data.</p> <p>Data conversations and training need to occur</p>	<p>Increasing the use of data to drive decision-making at all levels of the organization (LEA level to classroom level) to meet student needs is critical, and on-going as a process. There will be opportunities to embed all staff in conversations from the LEA to the classroom level on weekly basis. Coaches, deans LEA and staff need to lead these efforts with individual and group discussions.</p>

		<p>daily with instructional coaches, weekly with the deans and monthly, or more, in collaborative professional development sessions.</p>	<p>LEA and school goals will be established using all of the available data to drive professional development and increase student achievement based on their needs derived from the data. Grade level standards and student levels of performance are priorities.</p> <p>Data conversations and training will occur daily with instructional coaches, weekly with the deans and monthly, or more, in collaborative professional development sessions.</p> <p>Grade level standards and student levels of performance</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>The LEA has carefully developed a standardized approach for data collection on student progress which is used uniformly at all of its schools. The continuing challenge is to meld these various sets of data points into an integrated and continuous model for determining a student's current progress, as well as an induction model for individualized lesson plan for the student's academic future. The diverse makup of the data, and the diversity of the student demographic base, create complexity the integration process. The end product must be tailored in a manner to be used with a minimum of</p>	<p>The LEA's reliance on data needs to improve and increase in monitoring and analysis so that the data is presented to teachers in a manner and format that will support their increase in its use to lesson plan, deliver instruction and monitor and evaluate student achievement and their own performance and effectiveness throughout the school year.</p> <p>Tools, timelines and procedures need to be identified and implemented.</p> <p>Professional development of the tools and procedures needs to take place throughout the school year.</p>	<p>The LEA's reliance on data will improve and increase in monitoring and analysis so that the data is presented to teachers in a manner and format that will support their increase in its use to lesson plan, deliver instruction and monitor and evaluate student achievement and their own performance and effectiveness throughout the school year.</p> <p>Tools, timelines and procedures will be identified and implemented.</p> <p>Professional development of the tools and procedures will take place throughout the school year</p>

	<p>confusion by the classroom teacher. It is this classroom teacher, whose efficacy is to be the primary goal of our improvement plan, who must motivate and instruct the student on his way to fulfillment of his economic goals.</p> <p>The existing data base, which we deem as essentially adequate in its raw state, consists of a series of periodic reports that are made available to administrators, teachers, parents and students in increments amended monthly. The components of this plan are:</p> <ul style="list-style-type: none"> • Monthly Progress Reports(classroom grades); • District Block tests(Pre-test and post test by academic topic); • High School District Test-academic course material Pre test mid-term and post test • Home Language Surveys- used as a basis for AZELLA • Math Academy-AutoSkills programmed learning by grade level skills • English Academy-AutoSkills programmed learning by grade level skills • 45 day screens-Identify potential IEP 's and necessary accommodations • Monthly Student Survey-Student feedback on classroom efficacy 		<p>with collaboration amongst the LEA, deans and teaching staff.</p>
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- Monthly Parent Survey-Parental feedback on perceptions of the institution's efficacy
- SES Tutorial-Pre Test
- ALS Scores- Automated learning by academic subject area
- AIMS-Academic proficiency by cohort year
- Portfolio Conference- Individual Student/lead teacher review of all credits GPA and test scores
- Discipline Reports- Record of Responsibility referrals, suspensions, and student contracts
- Attendance- record of in-seat presence and tardiness by class period.

It is firmly believed that by integrating this data in to a unified reporting technique, classroom teachers, with the assistance of their coaches and administrators, will be able to construct individualized learning for students. The teacher's perceptions will be combined with the data base and collegial conferences to create and continuously monitor the student's progress toward clearly defined, near term academic objectives. In addition to collegial conferences teachers can be trained to become proficient at drop-box techniques, and academic profiling. (A process in which a student's learning growth data is compiled into a series of immediate

	academic objectives for teacher's use.)		
<p>The LEA has a system in place to train and support teachers in using data to drive instruction.</p>	<ul style="list-style-type: none"> • The LEA conducts training and continuously revises professional development in the area of data completion, interpretation and compilation of data results. • Monthly Prop 301 reporting provides indicators and opportunities to revisit training and completion of results and lesson planning. 	<p>* The LEA has a comprehensive data system that allows for the collection of student data down to the individual student level. There is a systematic reliance on data as a basis for decision-making at all levels of the system throughout the school year. LEA facilitates conversations to improve the effectiveness of instructional practices on students' learning. LEA and school goals are set based on present levels of performance along with grade level standards. Changes are based on the analysis of data and the educational needs of students. Professional development is based on the instructional needs of teachers.</p> <p>The following procedures are in place and need to continue with revision and refinement.</p> <p>*LaPuerta, Sturgeon and Oasis uses daily, weekly and monthly, informal and formal assessments of students' academic performance to drive curriculum instruction, decisions, and implementation.</p> <p>*Achievement Series computerized assessment system provides the teachers with immediate feedback on students' learning for instructional decision-making.</p> <ul style="list-style-type: none"> • The Achievement Series Data Program provides teachers with academic data on a monthly schedule. The data gives teacher's feedback on formal assessments that are aligned to the Arizona Academic Standards. Sturgeon has results weekly. High schools have results from Achievement Series three times a term. 	<p>Weekly formative assessments will be selected and implemented next school year.</p> <p>Increasing the use of data to drive decision-making to meet student needs is critical, and on-going as a process to embed in conversations from the LEA to the classroom level on weekly basis. LEA and school goals need to be established using all of the available data to drive professional development and increase student achievement based on their needs derived from the data. This will happen commencing July 2010 with this plan</p> <p>Data conversations and training will occur daily with instructional coaches, weekly with the deans and monthly or more in collaborate professional development sessions. The assistant principal, lead teachers and data coach, along with LEA members will assist in this portion of the plan. Their roles and tasks have been outlined in previous sections of this plan. Teacher training will be based on their</p>

		<ul style="list-style-type: none"> • Teachers are required to study the data and collaboratively with team members make decision to improve their instruction of students and their students' academic performance. • Each month teachers turn in a Prop 301 Binder to the Dean to document their meeting of district learning goals, parental involvement and parent/student satisfaction of their teaching and communication with parents. The Achievement Series Data Program provides teachers with academic data on monthly schedule. The data gives teacher's feedback on formal assessments that are aligned to the Arizona Academic Standards. • Teachers are required to study the data and collaboratively with team members make decision to improve their instruction of students and their students' academic performance. • Each month teachers turn in a Prop 301 Binder to the Dean to document their meeting of district learning goals, parental involvement and parent/student satisfaction of their teaching and communication with parents. 	<p>instructional needs.</p> <p>The following procedures are in place and will continue with revision and refinement.</p> <ul style="list-style-type: none"> • The Achievement Series Data Program provides teachers with academic data on monthly schedule. The data gives teacher's feedback on formal assessments that are aligned to the Arizona Academic Standards. • Teachers are required to study the data and collaboratively with team members make decision to improve their instruction of students and their students' academic performance. • Each month teachers turn in a Prop 301 Binder to the Dean to document their meeting of district learning goals, parental involvement and parent/student satisfaction of their teaching and
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			communication with parents.
Standard 4: Culture, Climate, and Communication			
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>Weekly and monthly meeting with the LEA, staff and school board members keeps the line of communication open for the effective management of LEA resources to reach designated goals.</p> <p>Stakeholders have extensive opportunities to be involved in decision-making at our three schools. Monthly newsletters with a feedback section are sent home with students. Parent conferences and Title I meetings are held monthly with telephone automated system to remind parents of all upcoming events and updated information. These announcements are provided in English and Spanish.</p> <p>Parent and student surveys are conducted monthly with teachers and deans reporting and documenting the information. All stakeholders are encouraged to participate in the annual needs assessment. This is an essential process used to monitor the LEA/School culture.</p> <p>Opportunities to participate at Gov. Board meetings are available on a scheduled Board meeting basis.</p> <p>After School programs and the Family Engagement grant provide multiple opportunities for parents and community members to engage in discussions, events and decision-making.</p> <p><u>See attachment of vision, mission and</u></p>	<p>Motivational and creative ways to attract an increase in parent involvement at the high school level are needed at this time.</p> <p>Participation at the parent level is lower at the middle and high school levels. Reengagement efforts for students and families needs to be developed, emphasized and marketed for 2010-2011. Family Engagement grant activities need to increase in regularity.</p>	<p>All of the areas listed need to continue, be revisited, revised and extended:</p> <p>Monthly newsletters with a feedback section are sent home with students. Parent conferences and Title I meetings are held monthly with telephone automated system to remind parents of all upcoming events and updated information. These announcements are provided in English and Spanish.</p> <p>Parent and student surveys are conducted monthly with teachers and deans reporting and documenting the information. All stakeholders are encouraged to participate in the annual needs assessment. This is an essential process used to monitor the LEA/School culture.</p> <p>Opportunities to participate at Gov. Board meetings are available on a scheduled Board meeting basis.</p> <p>After School programs and the Family Engagement grant provide</p>

	<p><u>beliefs/values</u> .</p> <p>Policies and procedures are well established They provide information, dialog and training to nurture and emphasize continuous improvement using data, collaboration and on-going communication..</p> <p>The Character First Program is based on the social skills and character traits all students need to become responsible, productive citizens of the 21st Century.</p>		<p>multiple opportunities for parents and community members to engage in discussions, events and decision-making.</p> <p><u>See attachment of vision, mission and beliefs/values</u> .</p> <p>Policies and procedures are well established that provide information, dialog and training to nurture and emphasize continuous improvement using data, collaboration and on-going communication.. They need to continue and increase in number of activities, as well as, availability to parents.</p> <p>The Character First Program is based on the social skills and character traits all students need to have in order to become responsible, productive citizens of the 21st Century. A new high school course will be offered to students in August 2010 that combines Character First topics lessons and concepts with career exploration and preparation lessons and concepts .</p>
<p>The LEA sets school improvement as a priority and adheres to the implementation and monitoring of the school's goals,</p>	<p>The ASIP process and plans are revisited annually with the support and assistance of the LEA and ADE support personnel.</p> <p>Periodic reflections of the ASIP are conducted for each school with stakeholders participating.</p>		<ul style="list-style-type: none"> • Omega Schools have a person in charge of academic data and timelines for implementing the assessment schedule and trainings for staff

<p>including consistently monitoring improvement timelines for student achievement</p>	<p>Monitoring is conducted by the deans and in the periodic reviews with the participants.</p> <p><u>School improvement practices, processes and monitoring are cited in the strengths column of previous narratives.</u></p>	<p>* The LEA has a comprehensive data system that allows for the collection of student data down to the individual student level. There is a systematic reliance on data as a basis for decision-making at all levels of the system throughout the school year. LEA facilitates conversations to improve the effectiveness of instructional practices on students' learning. LEA and school goals are set based on present levels of performance along with grade level standards. Changes are based on the analysis of data and the educational needs of students. Professional development is based on the instructional needs of teachers.</p> <p>The following procedures are in place and need to continue with revision and refinement.</p> <p>*LaPuerta, Sturgeon and Oasis uses daily, weekly and monthly, informal and formal assessments of students' academic performance to drive curriculum instruction, decisions, and implementation.</p> <p>*Achievement Series computerized assessment system provides the teachers with immediate feedback on students' learning for instructional decision-making.</p> <ul style="list-style-type: none"> • The Achievement Series Data Program provides teachers with academic data on a monthly schedule. The data gives teacher's feedback on formal assessments that are aligned to the Arizona Academic Standards. Sturgeon has results weekly. High schools have results from Achievement Series three times a term. • Teachers are required to study the data and collaboratively with team members make decision to improve their 	<p>in regards to assessments. The Assessment person has conducted training professional development in the area of data completion, interpretation and use of data results.</p> <ul style="list-style-type: none"> • Monthly Prop 301 reporting provides indicators and opportunities to revisit training and completion of results and lesson planning in regards to data.. <p>ASIP is revisited and revised annually with the support of the LEA and ADE coaches..All staff will participate in this process.</p> <p><u>See attachments from previous narratives explaining this plan.</u></p>
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		<p>instruction of students and their students' academic performance.</p> <ul style="list-style-type: none"> • Each month teachers turn in a Prop 301 Binder to the Dean to document their meeting of district learning goals, parental involvement and parent/student satisfaction of their teaching and communication with parents. The Achievement Series Data Program provides teachers with academic data on monthly schedule. The data gives teacher's feedback on formal assessments that are aligned to the Arizona Academic Standards. • Teachers are required to study the data and collaboratively with team members make decision to improve their instruction of students and their students' academic performance. • Each month teachers turn in a Prop 301 Binder to the Dean to document their meeting of district learning goals, parental involvement and parent/student satisfaction of their teaching and communication with parents. <p>ASIP is revisited and revised annually with the support of the LEA and ADE coaches..All staff need to continue participating in this process.</p>	
<p>The LEA has a valued culture of high expectations for student</p>	<p>Omega values high academic achievement for its minority, disadvantaged, at-risk students. Its vision, mission and goals are aligned to achieve</p>	<p>The vision,, mission, beliefs and values of the LEA need to continue in maintaining an overall focus and emphasis that supports and requires high</p>	<p>Goals will be determined using all of our collected data. All of the data will have an analysis report</p>

<p>achievement including established vision, mission, and goals</p>	<p>the maximum results in students' academic and social skills.</p> <p>Omega values high academic achievement for its minority, disadvantaged, at-risk students. Its vision, mission and goals aligned to achieve the maximum results in students' academic and social skills.</p>	<p>expectations at all levels of the organization. Student achievement needs to drive a culture of continuous school improvement. The LEA needs to monitor the school/LEA culture and climate.</p> <p>Omega values high academic achievement for its minority, disadvantaged, at-risk students. Its vision, mission and goals aligned to achieve the maximum results in students' academic and social skills.</p> <p><u>See vision and mission attachments.</u></p>	<p>to be used for decision-making in the future, commencing August 2010.</p> <p>The LEA and site leadership teams will meet to collaborate at a retreat in July 2010 to discuss, organize and train all members in their new and restructured roles and responsibilities.</p> <p>The vision,, mission, beliefs and values of the LEA will continue in maintaining an overall focus and emphasis that supports and requires high expectations at all levels of the organization. Student achievement will drive a culture of continuous school improvement. The LEA needs to monitor the school/LEA culture and climate by implementing culture assessments/surveys during 2010-2011.</p> <p>Omega values high academic achievement for its minority, disadvantaged, at-risk students. Its vision, mission and goals aligned to achieve the maximum results in students' academic and social skills.</p>
<p>All staff members are held accountable for increased student achievement.</p>	<p>All staff members are held accountable for increased student academic achievement. Teachers turn in monthly Prop 301 binders that contain the results from monthly District test that are aligned to the AIMS/Stanford 10 assessment. On the Prop 301 form teacher write in the</p>	<p>Weekly and monthly meeting with the LEA staff and school board members keeps the line of communication open for the effective management of LEA resources to reach designated goals.</p>	<ul style="list-style-type: none"> • Deans will receive additional training in iObservation techniques to focus on the

	<p>achievement results which meet or exceed District target achievement goals.</p>		<p>implementation of standards-based training/effective instructional strategies, use of to make data driven academic achievement decisions, and teacher growth through effective feedback and conferences.</p> <ul style="list-style-type: none">• LEA and administrators will influence teacher effectiveness with the implementation of daily, weekly and monthly observations, walk throughs, conferences and collaborations with teachers, coaches and other staff. Documentation will be recorded, compiled and reviewed on a monthly basis by all staff.• Leaders will be
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			<p>expected to demonstrate a clear purpose, unwavering passion and powerful persistence to generate continuous improvement and an environment that leads everyone to success.</p> <ul style="list-style-type: none">• Deans, LEA administrator, assistant principal and instructional coaches will receive training in iObservation techniques to focus on the implementation of a research-based framework of accountability for teacher performance and professional development implementation , use of data driven decision-making regarding academic achievement and teachers' growth through effective feedback and conferences.• Collaborative planning by administrators and teachers to map out the curriculum,
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			<p>assessments and goals for the core subjects to insure students academic growth and mastery of the learning will continue until completed in 2010-2011.</p> <ul style="list-style-type: none">• Lesson plans will continue to be collected and monitored weekly by site administrators and coaches, with feedback and training provided as needed, individually and/or with small groups focused on a specific need.• Current curriculum maps will be scaffolded for pacing, student needs and student success as measured by assessment and classroom data.• Weekly formative assessments will be implemented at the high school level in addition to a pre-test, midterm and post test, which currently exists.• A calendar will be
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			<p>finalized and distributed in July 2010, incorporating all dates for professional development grade/department level meetings, vertical and horizontal data discussions, feedback sessions, reflection and review dates inclusive of discussions regarding research-based instructional techniques, problem-solving, observational monitoring and evaluating implementation of new frameworks, procedures and forms/checklists, assessment schedule, use of materials and resources .</p> <ul style="list-style-type: none">• A formal system or evaluation and observation, such as iObservation, to track implementation of professional development training, deliverance of effective teaching and learning strategies and accountability for student proficiency
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			<p>levels and beyond. Will be fully implemented in 2010-2011 .</p> <ul style="list-style-type: none">• Alignment of the teaching calendar with the curriculum maps so that pacing provides for coverage of core learning in subject areas before on-going summative assessment and final assessments given by the state will be completed and implemented in August 2010.• Teachers and administrators will be attending ADE workshops, institutes, and national professional conferences with a focus in reading, math, differentiated instruction, Marzano's Academic Vocabulary, technology coaching and formative and summative observational data collection, and reading comprehension
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			<p>strategies. (SDE National Differentiated Instruction , NCTM, Singapore Math, IRA, NCTE, ASCD, NSDC, NAMSP, NASSP, selected and appropriate technology conferences, national social studies and national science conferences.)</p> <ul style="list-style-type: none">• Incentives and stipends will be provided to instructional, coaching and administrative staff who impact student achievement with growth results of 25-30% in reading and math.• System-wide change will occur at all levels with the creation, hiring and implementation of staff members that can more equitably distribute the workload so that consistent and
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			<p>continuous processes can be implemented efficiently effectively, and successfully. In other words, the gaps in communication, implementation accountability, monitoring and evaluating can be eliminated.</p> <ul style="list-style-type: none">• *Instructional coaches, an assistant principal and LEA level administrators will be hired to impact grant approval, implementation and monitoring and evaluation. *• Support and assistance to the site leadership will focus on assisting, mentoring, coaching, building capacity for emergent, future leaders, monitoring, professional development and documenting successes and areas to strengthen on a daily, on-going pace.• Instructional coaches
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			<p>and assistant principal will monitor the use of instructional pacing, curriculum maps, implementation of research-based effective teaching strategies, data and analysis, student achievement and teacher overall effectiveness. Job-embedded support needs to provide immediate feedback and support to the teaching staff.</p> <ul style="list-style-type: none">• A formative evaluation, monitoring and summative evaluation process will be implemented to support the site administration in using their abilities to be instructional leaders on their respective campuses.• Annual goals will be identified by the deans that support instructional gains in student achievement and leadership gains.
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			<p>(All need to be measurable.)</p> <ul style="list-style-type: none">• A monthly evaluation and monitoring process will be selected in May 2010 and implemented in July 2010. The LEA and deans will collaborate in this decision.• The Director of School Improvement Turnaround will mentor, coach and monitor dean leadership and instructional qualities and performance on a weekly basis commencing July 2010. Documentation will be available to the Superintendent.• Superintendent will meet twice a month with deans to progress monitor their leadership.• Deans will be evaluated by
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			<p>Superintendent every two months.</p> <ul style="list-style-type: none">• A formative evaluation, monitoring and summative evaluation process will be implemented to support the site administration in using their abilities to be instructional leaders on their respective campuses. See <u>Marzano Suite/iObservation attachment.</u>• Annual goals will be identified by the teaching staff that support instructional percentage gains in student achievement in reading and mathematics and professional development growth in teacher effectiveness.. (All need to be growth in teacher effectiveness measurable.)• The Director of School Improvement Turnaround will
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			<p>provide assistance, support and direction for the deans instructional coaches, teaching staff and support staff on a weekly documented basis, rather than an annual evaluation by deans and the Superintendent. <u>See Administrative monitoring forms and Marzano Suite/iObservation attachments.</u></p> <ul style="list-style-type: none">• The LEA will discuss and provide assistance and support at biweekly Leadership meetings to the deans to promote and follow through on back at the three schools.. The Superintendent will meet with the deans biweekly, also to provide feedback and direction, incentives and/or consequences commencing July 2010..• Deans will observe all teaching staff 2-3 times weekly using the iObservation framework and resources selected with
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			<p>input from stakeholders: teachers, LEA staff and school board, and family members. There is no teachers' union involved with Omega Schools.) <u>See Marzano Suites/iObservation overview attachment.</u></p> <ul style="list-style-type: none">• Instructional coaches will observe teaching staff daily with weekly individual and group conferences and feedback sessions. Professional development will be provided during the week as well as weekly at Friday professional development sessions.• Feedback reports will be provided to all instructional staff weekly by the deans and coaches. <u>See Marzano Suite/iObservation attachments.</u> Portfolios of monitoring will be retained by the deans and coaches and professional development.
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			<p>Monthly performance conferences and reports should be completed by deans, coaches and instructional staff. Logs will be maintained by coaches and deans. <u>See Marzano Suites/iObservation overview attachment.</u></p> <ul style="list-style-type: none">• Deans will formally establish their annual goals as the instructional leader at the schools. These goals need to be specific and in addition to identified goals collaboratively established in the ASIP for each school. This process will be completed at the leadership retreat with support and assistance from the LEA and lead teachers, using collaboration.• Teachers will establish annual goals, both instructional and for professional growth. These goals need to be reflected upon with the coaches and deans and in collaboration groups during on-going professional growth
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			<p>and development and data discussions. Implementation with fidelity should be an area of emphasis and monitoring.</p> <ul style="list-style-type: none">• The staff member being evaluated will present documentation to the deans,, demonstrating the professional development strategies that have been implemented and the student achievement results that support successful teacher performance..• Multiple sources of data used to evaluate Teacher effectiveness will be discussed using data resources, daily and weekly, between the instructional coaches and teaching staff. Deans will discuss and monitor with coaches weekly and teaching staff on a monthly basis. There is a need for teachers to interact with the data available to them on a daily and weekly basis. Some of the data Omega is using include: weekly
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			<p>lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports.</p> <ul style="list-style-type: none">• Professional development training focusing on formative and summative assessments and instructional decision-making will be incorporated in to the teacher evaluation process using the iObservation framework and process. <u>See attached Marzano Suites/iObservation overview attachment.</u>• iObservation, differentiated instruction, technology (continued use of software programs (<u>see attached software list</u>), “clickers implementation, extended breadth and depth of data analysis integration with all
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			<p>components of instructional decision-making,) , and Anita Archer’s REWARDS program /instructional training have been identified and selected by staff, site administration and LEA to be the professional development plan components for 2010-2013, Extending, expanding, revising, reflecting, monitoring and evaluating these components and their integration with each other will strengthen and increase the performances, learning and results of our teachers, administrators, students and parents</p> <p>The turnaround model will be completed. Various strategies that will be addressed include:</p> <ul style="list-style-type: none">• In addition to changing principals, an assistant principal will be assigned to share the workload and will be trained in leadership responsibilities for
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			<p>2010-2011.</p> <ul style="list-style-type: none">• New teachers who are highly qualified and SEI trained will be hired to fill vacancies (that resulted in terminating staff that were not highly qualified nor attained expected achievement results) July 1, 2010..• Mathematics will drive high school scheduling for 2010-2011.• “Double dip” electives in reading and mathematics will be required courses for students at Falls Far Below and Approaching levels.• Instructional coaches and a data coach will monitor and assist/support teaching staff and administration in increasing the quality of teacher effectiveness on a weekly basis commencing August 2010.• Curriculum maps that
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			<p>are already aligned to the AZ State Standards are being scaffolded to meet the students' academic needs.</p> <ul style="list-style-type: none">• Professional development will be driven with the focus of teacher effectiveness growth in the areas of classroom management, student engagement, effective instructional strategies, differentiated instruction, academic vocabulary, technology, reading comprehension and ELL instruction.• External technical assistance will include data and monitoring of this plan.• Recruiting new students and families to enroll will continue to be a priority. <p>Follow up and extension of the elements of the transformational model will be continued, revised and evaluated.</p>
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			<p>A teacher effectiveness professional development framework using iObservation will be implemented and will focus professional development training in areas cited in this column(referring to the turnaround model.)</p> <p>Increase and ensure continuous use of meaningful data.</p> <p>Identify and reward staff who are increasing student outcomes, support and then remove who are not meeting these expectations and achieving student achievement and professional development growth results.</p> <p>Establish job-embedded p.d. that builds capacity, supports staff efforts and retains staff.</p> <p>Increase student learning time with specifically designed high school after school academic program, in addition to tutoring, credit recovery and acceleration of credits using the ALS software program. <u>See after school program proposal attachment.</u></p> <p>Increase parent, community and family involvement using the Family Engagement grant.</p> <p>Utilize technical assistance when and where necessary.</p>
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			<p>Provide processes that provide flexibility in on-going implementation, monitoring and evaluation action plans.</p> <ul style="list-style-type: none">• Curriculum map objectives are comprehensive and listed in random order, which is the format of the AZ State Standards. Reordering the objectives in a scaffolded pattern is necessary. This reordering project will provide scaffolded pacing guides which can be implemented, monitored and evaluated with fidelity by teachers, site administration and LEA. The reordering will be completed• Program pacing guides, program resources and training can be more effectively and efficiently provided and evaluated by the teaching staff, site administration and LEA because of the thorough and explicit
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			<p>design and training for implementation ,using a systematic and systemic framework. Program reviews will be scheduled three times annually.</p> <ul style="list-style-type: none">• Program materials, resources and training will be aligned and monitored on a weekly and monthly basis (by the deans) using lesson plans, observations, student data and instructional coaches.• Multiple sources of data are used and will be revised and continually used to evaluate teacher effectiveness. Some of the data sources used include: weekly lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports. I Observation framework will be the core component of the professional
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			<p>development plan introduced and implemented for 2010-2013.</p> <ul style="list-style-type: none">• iObservation, differentiated instruction, technology (continued use of software programs (<u>see attached software list</u>), “clickers implementation, extended breadth and depth of data analysis integration with all components of instructional decision-making,) , and Anita Archer’s REWARDS program /instructional training have been identified and selected by staff, site administration and LEA to be the professional development plan components for 2010-2013, Extending, expanding, revising, reflecting, monitoring and evaluating these components and their integration with each other will strengthen and increase the performances, learning
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			<p>and results of our teachers, administrators, students and parents.</p> <ul style="list-style-type: none">• Building teacher capacity with PLC's and collaborative p.d. social networking, "teachers teaching teachers", emergent leadership plc and differentiated and individualized professional development will provide all employees maximized opportunities for self assessment and collegial growth.• Professional development opportunities for all staff is a priority. Budget availability is being sought to increase the p.d. budget for 2010-2013 using a variety of funding sources. When p.d. is aligned, planed and used to increase student learning then opportunities will be identified for extensive and appropriate training so that
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			<p>teachers can continue and increase frequency and intensity staff-wide conversations and collaborations to ensure systematic, systemic changes and continuous improvement in every area and level that comprises the “Omega way.”</p> <ul style="list-style-type: none">• Deans will formally establish their annual goals as the instructional leader at the schools. These goals need to be specific and in addition to ,identified goals collaboratively established in the ASIP for each school. This process will be completed at the leadership retreat with support and assistance from the LEA and lead teachers, using collaboration• Teachers will establish annual goals, both instructional and for professional growth. These goals need to be reflected upon with the coaches and deans and in collaboration groups during on-going professional growth
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			<p>and development and data discussions. Implementation with fidelity should be an area of emphasis and monitoring.</p> <ul style="list-style-type: none">• The staff member being evaluated will present documentation to the deans,, demonstrating the professional development strategies that have been implemented and the student achievement results that support successful teacher performance..• Multiple sources of data used to evaluate Teacher effectiveness will be discussed using data resources, daily and weekly, between the instructional coaches and teaching staff. Deans will discuss and monitor with coaches weekly and teaching staff on a monthly basis. There is a need for teachers to interact with the data available to them on a daily and weekly basis. Some of the data Omega is using
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			<p>include: weekly lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports.</p> <ul style="list-style-type: none">• Professional development training focusing on formative and summative assessments and instructional decision-making will be incorporated in to the teacher evaluation process using the iObservation framework and process. <u>See attached Marzano Suites/iObservation overview attachment.</u>• iObservation, differentiated instruction, technology (continued use of software programs (<u>see attached software list</u>), “clickers implementation, extended breadth and depth of data analysis
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			<p>integration with all components of instructional decision-making,) , and Anita Archer's REWARDS program /instructional training have been identified and selected by staff, site administration and LEA to be the professional development plan components for 2010-2013, Extending, expanding, revising, reflecting, monitoring and evaluating these components and their integration with each other will strengthen and increase the performances, learning and results of our teachers, administrators, students and parents.</p> <ul style="list-style-type: none">• Strategically allocate calendar dates so that teaching staff can intermittently review the academic data to design and implement intervention to improve academic performance in a timely manner and impact the students
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			<p>most needy.</p> <ul style="list-style-type: none">• Reviews, revisions and newly created systems for increasing the level and degree of understanding, application and accountability will occur and be implemented as quickly as possible. Some of these actions will carryover in the development and implementation stages due to the fact that we have limited staffing currently.• The addition of newly created staffing personnel and the frameworks and processes identified throughout this document will intensify and target more explicit attention, monitoring and results at all levels of these three schools and the entire organization. <u>Additional data is shared using a variety of data sources listed in the LEA Section A reports of this plan. See individual school</u>
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			<p><u>data grids in Section A.</u></p> <ul style="list-style-type: none">• Professional development will be a budgetary priority.• Opportunities for staff-wide conversations on continuous improvement and system <p>Weekly formative assessments will be selected and implemented in August 2010.</p> <p>Increasing the use of data to drive decision-making to meet student needs is critical, and on-going as a process to embed in conversations from the LEA to the classroom level on weekly basis. LEA and school goals will be established using all of the available data to drive professional development and increase student achievement based on their needs derived from the data. This will happen commencing July 2010 with this plan.</p> <ul style="list-style-type: none">• Data conversations and training will occur daily with instructional coaches, weekly with the deans and monthly or more in collaborative professional development sessions.
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			<p>The assistant principal, lead teachers and data coach, along with LEA members will assist in this portion of the plan. Their roles and tasks have been outlined in previous sections of this plan. Teacher training will be based on the instructional and professional needs of the teaching staff..</p> <p>Increasing the use of data to drive decision-making at all levels of the organization (LEA level to classroom level) to meet student needs is critical, and on-going as a process. There will be opportunities to embed all staff in conversations from the LEA to the classroom level on weekly basis. Coaches, deans LEA and staff need to lead these efforts with individual and group discussions.</p> <p>The LEA's reliance on data will improve and increase in monitoring and analysis so that the data is presented to teachers in a manner and format that will support their increase in its use to lesson plan, deliver instruction and monitor and evaluate student achievement and their own performance and effectiveness</p>
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			<p>throughout the school year.</p> <p>Tools, timelines and procedures will be identified and implemented.</p> <p>Professional development of the tools and procedures will take place throughout the school year increase student achievement based on their needs derived from the data. Grade level standards and student levels of performance are priorities. with collaboration amongst the LEA, deans and teaching staff.</p> <p>Weekly formative assessments will be selected and implemented next school year.</p> <p>Increasing the use of data to drive decision-making to meet student needs is critical, and on-going as a process to embed in conversations from the LEA to the classroom level on weekly basis. LEA and school goals need to be established using all of the available data to drive professional development and increase student achievement based on their needs derived from the data. This will happen commencing July 2010 with this plan</p> <p>Data conversations and training will occur daily with instructional</p>
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			<p>coaches, weekly with the deans and monthly or more in collaborate professional development sessions. The assistant principal, lead teachers and data coach, along with LEA members will assist in this portion of the plan. Their roles and tasks have been outlined in previous sections of this plan. Teacher training will be based on their instructional needs.</p> <p>The following procedures are in place and will continue with revision and refinement.</p> <ul style="list-style-type: none">• The Achievement Series Data Program provides teachers with academic data on monthly schedule. The data gives teacher's feedback on formal assessments that are aligned to the Arizona Academic Standards.• Teachers are required to study the data and collaboratively with team members make decision to improve their instruction of students and their students' academic
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			<p>performance.</p> <p>Each month teachers turn in a Prop 301 Binder to the Dean to document their meeting of district learning goals, parental involvement and parent/student satisfaction of their teaching and communication with parents.</p> <ul style="list-style-type: none"> Data conversations and training will occur daily with instructional coaches, weekly with the deans and monthly, or more, in collaborative professional development sessions. <p><u>See student achievement accountability and attachment narratives in LEA, Leadership, Curriculum, Instruction and Professional Development , Assessment and previous Climate/Culture sections of this plan.</u></p>
<p>The LEA is committed to involving community/parents in the restructuring process including communicating current reality, new vision, buy in, and silencing of naysayers.</p>	<p>School improvement is always a priority for the LEA. School improvement is discussed at monthly Title I meetings, parent conferences, leadership meetings, Gov. Bd., and staff meetings.</p> <p>A warm and welcoming environment is present on both campuses.</p>	<p>The LEA and three schools need to increase the level of parent and community support with additional action opportunities that encourage parents and community members to work in partnership with the school to aid students in reaching their potential.</p> <p>There is a need to expand marketing and recruiting efforts in the community..network in the. Flexibility in policies and procedures need to be</p>	<p>The LEA and three schools will increase the level of parent and community support with additional action opportunities that encourage parents and community members to work in partnership with the school to aid students in reaching their potential.</p>

		<p>considered when innovative partnerships arise that can support our students in additional learning opportunities.</p> <p>There is a need to embrace and provide a bridge for already contributing staff to become leaders in the restructuring efforts to increase parent and community involvement.</p>	<p>The expansion of marketing and recruiting efforts in the community will be the focus of a cadre of school staff commencing June 2010 for August 2011 impact. This effort will promote a positive perception of the three schools and reduce/eliminate negative perceptions and naysayers.</p> <p>Flexibility in policies and procedures will be considered when innovative partnerships arise that can have an impact and role in supporting our students in additional learning opportunities.</p> <p>A bridge for already contributing staff to become leaders in the restructuring efforts to increase parent and community involvement is emerging and will be encouraged at all available opportunities..</p>
Standard 5: Resource Management			
The LEA has prioritized the reallocation of resources to schools in improvement including personnel, funding,	<p>The LEA prioritizes the resources to make maximum impact in the classroom.</p> <p>In 2009-2010 an increased focus on aligning instructional results and professional development was implemented at the LEA level..</p>	<p>More creative and diligent efforts need to be implemented with new positions to carry out the fiscal tasks such as Director of State and Federal Grants and Projects.</p> <p>The LEA is committed to turning around the academic achievement level Currently, all three</p>	<p>More creative and diligent efforts need to be implemented with new positions to carry out the fiscal tasks such as Director of State and Federal Grants and Projects.</p>

<p>programming, etc.</p>	<p>Grant writing became a collaborative effort.</p> <p>Increased academic interventions for our minority, disadvantaged, at-risk students were implemented with higher fidelity.</p> <p>Procedures and guidelines prescribed by various ADE departments and the LEA are complied with in accordance with fiscal management. All available funding resources are used with school improvement priorities being determined and incorporated as soon as funding opportunities become available. School improvement is the basis for Omega's growth plans. Supplementing funds to meet the school improvement process has been on-going in the past.</p>	<p>schools are using the Family Engagement Grant to increase parents' participation in the school and the children's education. This includes training them in the awareness of funding Strategies and techniques gleamed for the grant will continue to be used to create a new reality, buy in and silence any naysayer. We will constantly seek parents input in the improvement of the school and the academic program. Monthly parent conferences, Title 1 Meeting and newsletters seek their input and suggestions for improvement. These sessions need to continue in 20010-2011.</p> <p>The LEA needs to continue to prioritize the resources to make maximum impact in the classroom.</p> <p>An increased focus on aligning instructional results and professional development needs to continue to be implemented at the LEA level, with monitoring and evaluation processes and tools.</p> <p>Grant writing became a more collaborative effort and needs to continue empowering stakeholders.</p> <p>Increased academic interventions for our minority, disadvantaged, at-risk students need to continue to be implemented with higher fidelity.</p> <p>Business manager is a part-time employee.</p>	<p>The LEA is committed to turning around the academic achievement level Currently, all three schools are using the Family Engagement Grant to increase parents' participation in the school and the children's education. This includes training them in the awareness of funding Strategies and techniques gleamed for the grant will continue to be used to create a new reality, buy in and silence any naysayer.</p> <p>We will constantly seek parents input in the improvement of the school and the academic program. Monthly parent conferences, Title 1 Meeting and newsletters seek their input and suggestions for improvement. These sessions need to continue in 20010-2011.</p> <p>The LEA will continue to prioritize the resources to make maximum impact in the classroom.</p> <p>An increased focus on aligning instructional results and professional development be continue to be implemented at the LEA level, with monitoring and evaluation processes and tools.</p> <p>Grant writing became a more collaborative effort and will continue empowering</p>
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			<p>stakeholders.</p> <p>Increased academic interventions for our minority, disadvantaged, at-risk students will continue to be implemented with higher fidelity</p>
<p>LEA leverages funds in order to design a viable sustainability plan for future years.</p>	<p>The LEA leverages funds to support student achievement via focusing on identification and use of available funding for salaries, incentives, professional development opportunities and human/material resources.</p>	<p>Faculty and community input and feedback in the planning and monitoring stages needs to continue and increase in regularity and intensity.</p> <p>New highly qualified and highly performing staff hired for 2009-2010 need to be retained, with additional highly qualified and highly performing staff needing to be hired for 2010-2011. Continuing staff and new hires need to exhibit a commitment to the LEA's grant plan and goals.</p> <p>The LEA needs to coordinate and increase the focus and efforts to include representation from all stakeholder groups in order to maintain on-going restructuring and SIG grant implementation plans and to identify further improvement needs.</p> <p>Develop contingency plans as alternatives to unexpected situations involving staffing and resources.</p> <p>Provide problem-solving training and collaboration opportunities to support a climate and culture for continuous improvement.</p>	<p>Faculty and community input and feedback in the planning and monitoring stages will continue and increase in regularity and intensity.</p> <p>New highly qualified and highly performing staff hired for 2009-2010 will be retained, with additional highly qualified and highly performing staff needing to be hired for 2010-2011. Continuing staff and new hires will exhibit a commitment to the LEA's grant plan and goals.</p> <p>The LEA will coordinate and increase the focus and efforts to include representation stakeholder groups in order to maintain on-going from all restructuring and SIG grant implementation plans and to identify further improvement needs.</p> <p>Contingency plans as alternatives to unexpected situations involving staffing and resources will be developed at the LEA Leadership Retreat in July 2010..</p> <p>Provide problem-solving training and collaboration opportunities to</p>

			support a climate and culture for continuous improvement.
<p>The LEA Consolidated Plan includes strategies/action steps aligned to school improvement needs (Sustainability)</p>	<p>The LEA leverages funds to support student achievement via focusing on identification and use of available funding for salaries, incentives, professional development opportunities and human/material resources</p> <p>The LEA Consolidated Plans is designed to directly impact our large majority population of at risk, disadvantage students and ELL students. The strategies/action steps are designed to improve student academic achievement in reading, writing, speaking, listening, grammar and math.</p>	<p>At the beginning of the year, professional development must include a thorough review of the Consolidated Plan.</p> <p>Responsibilities, goals, strategies, action plans, and rubrics must be presented to the teaching staff for effective implementation.</p> <p>All areas of the Consolidated Plan need to be continued, revised and updated , using all of the available data and resources,(both human and materialistic,) that are available during the next three years and beyond.</p> <p>Faculty and community input and feedback in the planning and monitoring stages needs to continue and increase in regularity and intensity.</p> <p>New highly qualified and highly performing staff hired for 2009-2010 need to be retained, with additional highly qualified and highly performing staff needing to be hired for 2010-2011. Continuing staff and new hires need to exhibit a commitment to the LEA’s grant plan and goals.</p> <p>The LEA needs to coordinate and increase the focus and efforts to include representation from all stakeholder groups in order to maintain on-going restructuring and SIG grant implementation plans and to identify further improvement needs.</p> <p>Develop contingency plans as alternatives to unexpected situations involving staffing and resources.</p> <p>Provide problem-solving training and collaboration opportunities to support a climate</p>	<p>feedback in the planning and monitoring stages will continue and increase in regularity and intensity.</p> <p>New highly qualified and highly performing staff hired for 2009-2010 will be retained, with additional highly qualified and highly performing staff needing to be hired for 2010-2011. Continuing staff and new hires will exhibit a commitment to the LEA’s grant plan and goals.</p> <p>The LEA will coordinate and increase the focus and efforts to include representation stakeholder groups in order to maintain on-going from all restructuring and SIG grant implementation plans and to identify further improvement needs.</p> <p>Contingency plans as alternatives to unexpected situations involving staffing and resources will be developed at the LEA Leadership Retreat in July 2010..</p> <p>Provide problem-solving training and collaboration opportunities to support a climate and culture for continuous improvement.</p> <p>LEA leverages funds in order to</p>

		and culture for continuous improvement.	<p>design a viable sustainability plan for future years. At the beginning of the year, professional development must include a thorough review of the Consolidated Plan.</p> <p>Responsibilities, goals, strategies, action plans, and rubrics must be presented to the teaching staff for effective implementation.</p> <p>All areas of the Consolidated Plan need to be continued, revised and updated , using all of the available data and resources,(both human and materialistic,) that are available during the next three years and beyond.</p> <p>All of the plans developed in this grant will be implemented, monitored and evaluated with revisions and reflections occurring over the next three years.</p>
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B1.b Describe the actions the LEA has taken or will take to address the following:

	Actions LEA has taken:	Actions LEA will take: Include a general timeline
Design and implement interventions aligned with the requirements of the selected model;	LaPuerta HS, S. Sturgeon MS and Oasis HS has a plan to implement the turnaround model and transformational model, in addition to the school improvement plan (ASIP). And Consolidated Plan. For the turnaround model, the three schools replaced all of the high school staff except for one remaining English/Govt. teacher for 2009-2010. Oasis replaced 50% of its teaching staff and S.Sturgeon replaced 100%	<ul style="list-style-type: none"> The LEA, LaPuerta HS, S. Sturgeon MS and Oasis HS will implement the turnaround model and transformational model, in addition to the school improvement plan (ASIP) and the Consolidated Plan. For the turnaround model, LaPuerta replaced all of the high school staff except for one remaining

of its teaching staff for 2009-2010.

The principals (Deans) at all three schools were replaced for the 2009-2010 school year. The Deans exchanged campuses.

Limited instructional supplementary resources have been implemented in academic core areas, such as: math , reading ,science, social studies.

Transformational components have been selected and addressed the past few years. The need, resources, time and status of the staff skills and training are at a level now, to accelerate all of the details of the plan presented in this grant.

ADE coaching support has been vital and instrumental.

Restructuring and adding key positions to commence the SIG plan elements began in April/May 2010.

Rubrics/checklists for monitoring and evaluating the SIG plan, LEA monitoring frameworks and procedures and instructional strategies, such as differentiated instruction, and staff performance at site level have been selected/created for review, training and implementation in July 2010 at Leadership retreat.

English/Govt. teacher for 2009-2010. Oasis replaced 50% of its teaching staff and S. Sturgeon replaced 100% of its teaching staff for 2009-2010. The principals(Deans) at all three schools were replaced for the 2009-2010 school year. The Deans exchanged campuses.

- Student attendance procedures for monitoring documentation done by teaching staff on a daily basis, will be implemented with incentives and consequences. **See attached Attendance procedure attachment.**
- Currently (April-May 2010) the LEA is amidst restructuring at the LEA level (for full implementation July 1, 2010)to provide additional support and assistance to implement and monitor staff and administrative performance at the LEA and site levels. Deans were made aware in April 2010 aware that their performance will be evaluated monthly by the LEA. Complete implementation by deans must be actively and consistently in place with fidelity prior to October 1, 2010.
- Current positions are currently being re-evaluated and restructured, as well as identifying areas of need and development of new positions , such as Director of School Improvement Turnaround. Federal Grants Director,

		<p>Assistant Principal, Data Coach, 2 Instructional/Reading Coaches, 1 Math Coach, 1-2 secretaries, data entry clerk, reading and math mastery instructors for a “double dip” elective course at each site daily, during the school day to provide additional instructional support to students in FFB and Approaching levels of proficiency, 2 Attendance-Behavior interventionists to follow up daily on attendance, tardy and behavioral concerns. A data systems individual will be contracted to review, recommend and “clean up” our data so that it is completely accurate. An external consultant will be contracted to assist the LEA in monitoring the successful implementation of this entire plan.</p> <ul style="list-style-type: none">• Monitoring process would include the development, training, implementation and evaluation of monitoring frameworks, processes with monthly timelines beginning August 2010 and ending June 30, 2011, with repeats for 2011-2012 and 1213. Revisions would occur as needed or indicated by the external facilitator and LEA. A plan rubric will be used for this overall grant plan with the overseeing being done by an external technical consultant. See attachments for timelines, benchmarks, consequences, etc.(iObservation, attendance process, monthly teaching
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and site administrative evaluation forms, differentiated instruction checklists.) A calendar inclusive of the timelines for implementation is also attached.

- I-pads/computer notebooks and I-cameras will be purchased for the staff members who will be conducting observations, feedback and evaluations. Additional “clickers”, document cameras, projection systems and mimeo boards will be purchase with training provided to experienced teaching staff.
- Trade books will be purchased to increase access to reading opportunities for our students so that they can be prepared for reading 200 pages and more on a weekly basis to prepare them for advanced learning opportunities beyond high school.

An After School program has been designed specifically for middle and high school students to decrease the achievement gap and increase the opportunity gap so that Omega’s students will be on a more equitable “playing field” with students from other middle and high schools. This extension for academic learning will be implemented September 2010. This program was designed by teaching staff and several teachers have indicated a strong interest in being actively involved in the program. See attached proposal. Limited instructional supplementary resources

		<p>have been implemented in academic core areas ie. math, reading science, social studies.</p> <p>Transformational components have been selected and addressed the past few years. The need, resources, time and status of the staff skills and training are at a level to accelerate the details of the plan presented in this grant. Differentiated Instruction training will be offered on a scaffolded tiering so that all staff can increase their teaching effectiveness and performance based on their level to this point in time.</p> <p>Funding and continuing ADE coaching support is vital.</p> <p>Attendance/Behavioral Interventionists will be used to monitor, train and support teachers , students and parents in compliance issues involving AZ attendance and behavioral policies and procedures. Campus safety and broadening communication between parents, students and teachers will be an area of explicit, consistent and continuous focus.</p>
<p>Describe the process the LEA will use to screen and select quality external providers;</p>	<p>Positions have been posted and available at LEA offices and on the ADE employment website.</p> <p>An interview, selection and hiring process has been conducted to address the needs of LaPuerta, Sturgeon and Oasis in the past.</p> <p>ADE has provided coaches to support previous ASIP efforts in planning and implementation and to increase success in the school improvement</p>	<p>Positions will be posted and available at LEA offices and on the AZ State employment website for education. An interview and selection process will be conducted in August 2010.</p> <p>ADE has provided coaches to support previous ASIP efforts in planning and implementation. External providers will be selected using a team approach.</p>

process.

Ongoing technical assistance will include, and may not be limited to, monitoring the implementation of our SIG plan and other plans using quality reviews, surveys, needs assessments and data review/ cleanup services, supporting dramatic change efforts and improvement, building capacity at all levels of the organization.

Collaborative input will be transparent and fair. The team will be comprised of representatives who serve on the ASIP and new vested stakeholders..

Budget requests within this grant ensure that goals established for the external providers will attract many providers to meet the challenges and goals of their responsibilities. **See contract attachment**. In addition to a contract , a job description and performance agreement will include the following:

*Specific goals and measurable expectations for the external provider

* Adequate funding support

*Evaluation of services

*LEA and site support

*Consequences for failure to complete tasks and responsibilities efficiently and effectively

Specific goals, measurable expectations and criteria will be established in June-July 2010 for the responsibilities and timeline for the external consultants. Additional research to establish criteria emphasizing the key steps to selecting and managing contracts with external providers will be selected and decided at the Leadership Retreat (July 2010). Implementation of monitoring, etc.

		will begin in August 2010.
<p>Alignment of other resources;</p>	<p>Other available funding sources have been used to supplement and support the implementation of the plan.</p> <p>Existing funding sources have been utilized to continue supplementing resources and services to Omega’s stakeholders.</p> <p>Continue supplementing resources and services to Omega’s stakeholders.</p>	<p>Other available funding sources will be used to supplement and support the implementation of the plan. Existing funding sources will be utilized to Other available funding sources will be used to supplement and support the implementation of the plan. Existing funding sources will be utilized to continue supplementing resources and services to Omega’s stakeholders. Continue supplementing resources and services to Omega’s stakeholders.</p> <p>Continue to maximize use of Title I, Title III, SEI and Compensatory Fund, ARRA, Special Education/IDEA and school improvement/restructuring grants.</p> <p>All existing and newly eligible grants will be used to support this LEA plan modifications to policies, procedures and practices related to decision-making, staffing, governance, use of data, staff evaluation, professional development, parent-community involvement are formalized and will be approved at all levels, clearly communicated and will be ready to implement by July 2010.</p>

<p>Policies and Practices LEA will modify to enable its schools to implement the selected intervention(s) fully and effectively</p>	<p>Practices have been in place previously.</p> <p>Limited staff and communication gaps resulted in less than consistent, continuous and completed monitoring and evaluation of programs and performance.</p> <p>Timelines were too generalized and did not include explicit implementation, monitoring and evaluation dates and were not sufficiently placed on the school calendar.</p>	<p>Practices that will be modified include a more explicit calendar being developed, implemented and monitored, more explicit monitoring procedures, timelines and checklist/evaluation/feedback forms to be implemented with additional staff hired to more evenly distribute tasks and responsibilities to ensure consistent and continuous follow through and completion of monitoring and evaluating all areas of the plan.</p> <p>Gaps in quality will be eliminated with the team effort of everyone at every level with the assistance of ADE coaches and external consultants.</p> <p>Interim indicators of growth will be accumulated, disaggregated and analyzed by all stakeholders with the support of the new positions and external partners.</p> <p>Flexible options will be incorporated in to policy and procedures to partner successfully with community and businesses, as well as, parents to bring new and innovative options to our students.</p>

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.

See attached data for each of the three schools.

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>
Resiliency to home and school situations Students come from stable families at Oasis HS.)	Increase in HQ staff	Total staff of HQ status	Instructional coaches	Students attend under open enrollment, often limited to no transportation to access schools daily	Prior to 2009-10 mobility rate of staff during and between academic years
Behavior changes as a result of character traits instruction daily	Reduction in transition time and area between classes	Gaps in attendance	Data Coach	Majority of students enrolling have been suspended or expelled from other schools due to attendance, behavior issues	Limited funding
Rising to higher expectations of staff and administration	Class size	High mobility between schools and districts	Math driven scheduling	High student mobility rates	Limited staff due to funding
High interest in technology and projects	Instructional opportunities for students to “catch up” with credits (ALS and extended day	Increase in motivation and interest of teaching staff from previous schools	Formal monitoring, evaluation timelines, processes and feedback opportunities	Incomplete core curriculum resources	Inconsistent procedures and communication resulting in gaps of efficiency and

	opportunities)				effectiveness at all levels
Increase in positive, "can do" attitudes	Increase in continuity of professional development and vertical/horizontal articulation weekly	Behind in credits and grade level instructional state standards' proficiency	More immediate data ("Clickers" have been purchased and training has occurred may 2010.)		

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.

- The LEA, LaPuerta HS, S. Sturgeon MS and Oasis HS have a plan to implement the turnaround model and transition model, in addition to the school improvement plan (SIP). For the turnaround model, LaPuerta replaced all of the high school staff except for one remaining English/Govt. teacher for 2009-2010. Oasis replaced 50% of its teaching staff and S.Sturgeon replaced 100% of its teaching staff for 2009-2010. The principals (Deans) at all three schools were replaced for the 2009-2010 school year. The Deans exchanged campuses. Limited instructional supplementary resources have been implemented in academic core areas ie. math, reading, science, social studies. LaPuerta HS, S. Sturgeon MS and Oasis HS has a plan to implement the turnaround model and transition model, in addition to the school improvement plan (SIP). For the turnaround model, LaPuerta replaced all of the high school staff except for one remaining English/Govt. teacher for 2009-2010. Oasis replaced 50% of its teaching staff and S.Sturgeon replaced 100% of its teaching staff for 2009-2010. The principal (Deans) at all three schools were replaced for the 2009-2010 school year. The Deans exchanged campuses.
- Currently (April-May 2010) the LEA is amidst restructuring at the LEA level (for full implementation July 1, 2010)to provide additional support and assistance to implement and monitor staff and administrative performance at the LEA and site levels. Deans were made aware in April 2010 aware that their performance will be evaluated monthly by the LEA. Complete implementation by deans must be actively and consistently in place with fidelity prior to October 1, 2010.
- LEA positions are being restructured to provide maximized work efforts. The Data Coach will provide assistance and support weekly to all teaching staff, administration and LEA focusing on collecting, compiling, interpreting and analyzing data with and for teachers. Individual and group discussions, (data talks and data walks) will be scheduled weekly and monthly with professional development opportunities and practice embedded in grade/department level meetings and training that is scaffolded and , score and assist data coach in preparation for teacher collaboration.
- Current positions are currently being re-evaluated and restructured, as well as identifying areas of need and development of new positions ie. Director of School Improvement Turnaround. Federal Grants Director, Assistant Principal, Data Coach, 2 Instructional/Reading Coaches,1 Math Coach, 1-2 secretaries, data entry clerk, reading and math mastery instructors for a "double dip" elective course at each site daily, during the school day to provide additional instructional support to students in FFB and Approaching levels of proficiency, 2 Attendance-Behavior interventionists to follow up daily on attendance, tardy and behavioral concerns. A data systems individual will be contracted to review, recommend and "clean up" our data so that it is completely accurate. An external consultant will be contracted to assist the LEA in monitoring the successful implementation of this entire plan and to

inspect our data system to identify if cleanup is necessary.

- Two secretaries are being hired to assume many of the important, extraneous tasks the deans have been doing because of limited staffing. All clerical and reception duties will be given to the secretaries. **See job description attachment.**
- Monitoring process would include the development, training, implementation and evaluation of monitoring frameworks, processes with monthly timelines beginning August 2010 and ending June 30, 2011, with repeats for 2011-2012 and 2012-2013. Revisions would occur as needed or indicated by the external facilitator and LEA. A plan rubric will be used for this overall grant plan with the overseeing being done by an external technical consultant. See attachments for timelines, benchmarks, consequences, etc.(iObservation, attendance process, monthly teaching and site administrative evaluation forms, differentiated instruction checklists.) A calendar inclusive of the timelines for implementation is also attached.
- I-pads/computer notepads and I-cameras will be purchased for the staff members who will be conducting observations, feedback and evaluations. Additional “clickers”, document cameras, projection systems and mimeo boards will be purchase with training provided to experienced teaching staff in Year 2.
- Trade books will be purchased to increase access to reading opportunities for our students so that they can be prepared for reading 200 pages and more on a weekly basis to prepare them for advanced learning opportunities beyond high school.
- An After School program has been specifically designed for middle and high school students to decrease the achievement gap and increase the opportunity gap so that Omega’s students will be on a more equitable “playing field” with students from other middle and high schools, and will be implemented September 2010. this program was designed by teaching staff and several teachers have indicated a strong interest in being actively involved in the program. **See attached after school program proposal.**
- Deans will receive additional training in iObservation techniques to focus on the implementation of standards-based training/effective instructional strategies, use of to make data driven academic achievement decisions, and teacher growth through effective feedback and conferences.
- LEA and administrators will influence teacher effectiveness with the implementation of daily, weekly and monthly observations, walk throughs, conferences and collaborations with teachers, coaches and other staff. Documentation will be recorded, compiled and reviewed on a monthly basis by all staff.
- Leaders will be expected to demonstrate a clear purpose, unwavering passion and powerful persistence to generate continuous improvement and an environment that leads everyone to success.
- Deans, LEA administrator, assistant principal and instructional coaches will receive training in iObservation techniques to focus on the implementation of a research-based framework of accountability for teacher performance and professional development implementation, use of data driven decision-making regarding academic achievement and teachers’ growth through effective feedback and conferences.
- Collaborative planning by administrators and teachers to map out the curriculum, assessments and goals for the core subjects to insure students academic growth and

mastery of the learning.*

- Lesson plans are collected and monitored weekly by site administrators with feedback and training provided as needed, individually and/or with small groups focused on a specific need.
- Current curriculum maps will be scaffolded for pacing, student needs and student success as measured by assessment and classroom data.
- Weekly formative assessments will be implemented at the high school level in addition to a pre-test, midterm and post test, which currently exists.
- Need calendar incorporating all dates for professional development grade/department level meetings, vertical and horizontal data discussions, feedback sessions, reflection and review dates inclusive of discussions regarding research-based instructional techniques, problem- solving, observational monitoring and evaluating implementation of new frameworks, procedures and forms/checklists, assessment schedule, use of materials and resources .
- Need formal system evaluation and observation, such as iObservation, to track implementation of professional development training, deliverance of effective teaching and learning strategies and accountability for student proficiency levels and beyond. .
- More effectively align teaching calendar with the curriculum maps so that pacing provides for coverage of core learning in subject areas before on-going summative assessment and final assessments given by the state..
- Teachers and administrators need to attend ADE workshops, institutes, national professional conferences with a focus in reading, math, differentiated instruction, Marzano's Academic Vocabulary, coaching and formative and summative observational data collection
- Incentives and stipends need to be provided to instructional, coaching and administrative staff who impact student achievement with growth results of 25-30% in reading and math.
- System-wide change needs to occur at all levels with the creation, hiring and implementation of staff members that can more equitably distribute the workload so that consistent and continuous processes can be implemented efficiently effectively, and successfully. In other words, the gaps in communication, implementation accountability, monitoring and evaluating can be eliminated.
- *Instructional coaches, an assistant principal and LEA level administrators need to be hired to impact grant approval, implementation and monitoring and evaluation. *
- Support and assistance to the site leadership needs to focus on assisting, mentoring, coaching, building capacity for emergent, future leaders, monitoring, professional development and documenting successes and areas to strengthen on a daily, on-going pace.
- Instructional coaches and assistant principal need to monitor the use of instructional pacing, curriculum maps, implementation of research-based effective teaching strategies, data and analysis, student achievement and teacher overall effectiveness. Job-embedded support needs to provide immediate feedback and support to the teaching staff.
- A formative evaluation, monitoring and summative evaluation process will be implemented to support the site administration in using their abilities to be instructional leaders on their respective campuses.

- Annual goals need to be identified by the deans that support instructional gains in student achievement and leadership gains. (All need to be measurable.)
- A monthly evaluation and monitoring process will be selected in May 2010 and implemented in July 2010. The LEA and deans will collaborate in this decision.
- The Director of School Improvement Turnaround will mentor, coach and monitor dean leadership and instructional qualities and performance on a weekly basis commencing July 2010. Documentation will be available to the Superintendent.
- Superintendent will meet twice a month with deans to progress monitor their leadership.
- Deans will be evaluated by Superintendent every two months.
- A formative evaluation, monitoring and summative evaluation process needs to be implemented to support the site administration in using their abilities to be instructional leaders on their respective campuses. See **Marzano Suite/iObservation attachment**.
- Annual goals need to be identified by the teaching staff that support instructional percentage gains in student achievement in reading and mathematics and professional development growth in teacher effectiveness.. (All need to be growth in teacher effectiveness measurable.)
- *The Director of School Improvement Turnaround will provide assistance, support and direction for the deans instructional coaches, teaching staff and support staff on a weekly documented basis, rather than an annual evaluation by deans and the Superintendent. See **Administrative monitoring forms and Marzano Suite/iObservation attachments**.
- The LEA will discuss and provide assistance and support at biweekly Leadership meetings to the deans to promote and follow through on back at the three schools.. The Superintendent will meet with the deans biweekly, also to provide feedback and direction, incentives and/or consequences commencing July 2010..
- Deans will observe all teaching staff 2-3 times weekly using the iObservation framework and resources selected with input from stakeholders: teachers, LEA staff and school board, and family members. There is no teachers' union involved with Omega Schools.) See **Marzano Suites/iObservation overview attachment**.
- Instructional coaches will observe teaching staff daily with weekly individual and group conferences and feedback sessions. Professional development will be provided during the week as well as weekly at Friday professional development sessions.
- Feedback reports will be provided to all instructional staff weekly by the deans and coaches. See **Marzano Suite/iObservation attachments**. Portfolios of monitoring will be retained by the deans and coaches and professional development. Monthly performance conferences and reports should be completed by deans, coaches and instructional staff. Logs will be maintained by coaches and deans. See **Marzano Suites/iObservation overview attachment**.
- Deans will formally establish their annual goals as the instructional leader at the schools. These goals need to be specific and in addition to identified goals collaboratively established in the ASIP for each school. This process will be completed at the leadership retreat with support and assistance from the LEA and lead teachers, using collaboration.
- Teachers will establish annual goals, both instructional and for professional growth. These goals need to be reflected upon with the coaches and deans and in collaboration groups during on-going professional growth and development and data discussions. Implementation with fidelity should be an area of emphasis and monitoring.
- The staff member being evaluated will present documentation to the deans,, demonstrating the professional development strategies that have been implemented and the student achievement results that support successful teacher performance..
- Multiple sources of data used to evaluate Teacher effectiveness will be discussed using data resources, daily and weekly, between the instructional coaches and teaching staff. Deans will discuss and monitor with coaches weekly and teaching staff on a monthly basis. There is a need for teachers to interact with the data available to them on a daily and weekly basis. Some of the data Omega is using include: weekly lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports.

- Professional development training focusing on formative and summative assessments and instructional decision-making will be incorporated in to the teacher evaluation process using the iObservation framework and process. See attached Marzano Suites/iObservation overview attachment.
- iObservation, differentiated instruction, technology (continued use of software programs (see attached software list), “clickers implementation, extended breadth and depth of data analysis integration with all components of instructional decision-making,) , and Anita Archer’s REWARDS program /instructional training have been identified and selected by staff, site administration and LEA to be the professional development plan components for 2010-2013, Extending, expanding, revising, reflecting, monitoring and evaluating these components and their integration with each other will strengthen and increase the performances, learning and results of our teachers, administrators, students and parents

The turnaround model will be completed. Various strategies that will be addressed include:

- In addition to changing principals, an assistant principal will be assigned to share the workload and will be trained in leadership responsibilities for 2010-2011.
- New teachers who are highly qualified and SEI trained will be hired to fill vacancies (that resulted in terminating staff that were not highly qualified nor attained expected achievement results) July 1, 2010..
- Mathematics will drive high school scheduling for 2010-2011.
- “Double dip” electives in reading and mathematics will be required courses for students at Falls Far Below and Approaching levels.
- Instructional coaches and a data coach will monitor and assist/support teaching staff and administration in increasing the quality of teacher effectiveness on a weekly basis commencing August 2010.
- Curriculum maps that are already aligned to the AZ State Standards are being scaffolded to meet the students’ academic needs.
- Professional development will be driven with the focus of teacher effectiveness growth in the areas of classroom management, student engagement, effective instructional strategies, differentiated instruction, academic vocabulary, technology, reading comprehension and ELL instruction.
- External technical assistance will include data and monitoring of this plan.
- Recruiting new students and families to enroll will continue to be a priority.

Follow up and extension of the elements of the transformational model will be continued, revised and evaluated.

Implement a teacher effectiveness professional development framework using iObservation and focus professional development training in areas cited in this column(referring to the turnaround model.)

Increase and ensure continuous use of meaningful data.

Identify and reward staff who are increasing student outcomes, support and then remove who are not meeting these expectations and achieving student achievement and professional development growth results.

Establish job-embedded p.d. that builds capacity, supports staff efforts and retains staff.

Increase student learning time with specifically designed high school after school academic program, in addition to tutoring, credit recovery and acceleration of credits using the ALS software program. **See after school program proposal attachment.**

Increase parent, community and family involvement using the Family Engagement grant.

Utilize technical assistance when and where necessary.

Provide processes that provide flexibility in on-going implementation, monitoring and evaluation action plans.

- Curriculum map objectives are comprehensive and listed in random order, which is the format of the AZ State Standards. Reordering the objectives in a scaffolded pattern is necessary. This reordering project will provide scaffolded pacing guides which can be implemented, monitored and evaluated with fidelity by teachers, site administration and LEA. The reordering will be completed by August 2010.
- Program pacing guides, program resources and training can be more effectively and efficiently provided and evaluated by the teaching staff, site administration and LEA because of the thorough and explicit design and training for implementation, using a systematic and systemic framework. Program reviews will be scheduled three times annually.
- Program materials, resources and training will be aligned and monitored on a weekly and monthly basis (by the deans) using lesson plans, observations, student data and instructional coaches.
- Multiple sources of data are used and will be revised and continually used to evaluate teacher effectiveness. Some of the data sources used include: weekly lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports. I Observation framework will be the core component of the professional development plan introduced and implemented for 2010-2013.
- iObservation, differentiated instruction, technology (continued use of software programs (**see attached software list**), “clickers implementation, extended breadth and depth of data analysis integration with all components of instructional decision-making,) , and Anita Archer’s REWARDS program /instructional training have been identified and selected by staff, site administration and LEA to be the professional development plan components for 2010-2013, Extending, expanding, revising, reflecting, monitoring and evaluating these components and their integration with each other will strengthen and increase the performances, learning and results of our teachers, administrators, students and parents.
- Building teacher capacity with PLC’s collaborative p.d. social networking, “teachers teaching teachers”, emergent leadership plc and differentiated and individualized professional development will provide all employees maximized opportunities for self assessment and collegial growth.
- Professional development opportunities for all staff is paramount and a priority. Budget availability is being sought to increase the p.d. budget for 2010-2013 using a variety of funding sources. When p.d. is aligned, planed and used to increase student learning then opportunities will be identified for extensive and appropriate training so that teachers can continue and increase frequency and intensity staff-wide to increase student learning, then opportunities will be identified for extensive and appropriate training so that teachers can continue and increase frequency and intensity of staff-wide conversations and collaborations to ensure systematic, systemic changes and continuous improvement in every area and level that comprises the Omega way.
- Deans will formally establish their annual goals as the instructional leader at the schools. These goals need to be specific and in addition to identified goals collaboratively established in the ASIP for each school. This process will be completed at the leadership retreat with support and assistance from the LEA and lead teachers, using collaboration
- Teachers will establish annual goals, both instructional and for professional growth. These goals need to be reflected upon with the coaches and deans and in collaboration groups during on-going professional growth and development and data discussions. Implementation with fidelity should be an area of emphasis and

monitoring.

- The staff member being evaluated will present documentation to the deans,, demonstrating the professional development strategies that have been implemented and the student achievement results that support successful teacher performance..
- Multiple sources of data used to evaluate Teacher effectiveness will be discussed using data resources, daily and weekly, between the instructional coaches and teaching staff. Deans will discuss and monitor with coaches weekly and teaching staff on a monthly basis. There is a need for teachers to interact with the data available to them on a daily and weekly basis. Some of the data Omega is using include: weekly lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports.
- Professional development training focusing on formative and summative assessments and instructional decision-making will be incorporated in to the teacher evaluation process using the iObservation framework and process. **See attached Marzano Suites/iObservation overview attachment.**
- iObservation, differentiated instruction, technology (continued use of software programs (**see attached software list**), “clickers implementation, extended breadth and depth of data analysis integration with all components of instructional decision-making,) , and Anita Archer’s REWARDS program /instructional training have been identified and selected by staff, site administration and LEA to be the professional development plan components for 2010-2013, Extending, expanding, revising, reflecting, monitoring and evaluating these components and their integration with each other will strengthen and increase the performances, learning and results of our teachers, administrators, students and parents.
- Strategically allocate calendar dates so that teaching staff can intermittently review the academic data to design and implement intervention to improve academic performance in a timely manner and impact the students most needy.
- Reviews, revisions and newly created systems for increasing the level and degree of understanding, application and accountability will occur and be implemented as quickly as possible. Some of these actions will carryover in the development and implementation stages due to the fact that we have limited staffing currently.
- The addition of newly created staffing personnel and the frameworks and processes identified throughout this document will intensify and target more explicit attention, monitoring and results at all levels of these three schools and the entire organization. **Additional data is shared using a variety of data sources listed in the LEA Section A reports of this plan. See individual school data grids in Section A.**
- Professional development will be a budgetary priority.
- Opportunities for staff-wide conversations on continuous improvement and system

Weekly formative assessments will be selected and implemented next school year.

Increasing the use of data to drive decision-making to meet student needs is critical, and on-going as a process to embed in conversations from the **LEA to the** classroom level on weekly basis. LEA and school goals will be established using all of the available data to drive professional development and increase student achievement based on their needs derived from the data. This will happen commencing July 2010 with this plan.

- Data conversations and training will occur daily with instructional coaches, weekly with the deans and monthly or more in collaborative professional development sessions. The assistant principal, lead teachers and data coach, along with LEA members will assist in this portion of the plan. Their roles and tasks have been outlined in previous sections of this plan. Teacher training will be based on the instructional and professional needs of the teaching staff..

Increasing the use of data to drive decision-making at all levels of the organization (LEA level to classroom level) to meet student needs is critical, and on-going as a process. There will be opportunities to embed all staff in conversations from the LEA to the classroom level on weekly basis. Coaches, deans LEA and staff need to lead these efforts with individual and group discussions.

The LEA’s reliance on data will improve and increase in monitoring and analysis so that the data is presented to teachers in a manner and format that will support their increase in

its use to lesson plan, deliver instruction and monitor and evaluate student achievement and their own performance and effectiveness throughout the school year.

Tools, timelines and procedures will be identified and implemented.

Professional development of the tools and procedures will take place throughout the school year increase student achievement based on their needs derived from the data. Grade level standards and student levels of performance are priorities. With collaboration amongst the LEA, deans and teaching staff.

Weekly formative assessments will be selected and implemented next school year.

Increasing the use of data to drive decision-making to meet student needs is critical, and on-going as a process to embed in conversations from the **LEA to the** classroom level on weekly basis. LEA and school goals need to be established using all of the available data to drive professional development and increase student achievement based on their needs derived from the data. This will happen commencing July 2010 with this plan

Data conversations and training will occur daily with instructional coaches, weekly with the deans and monthly or more in collaborate professional development sessions. The assistant principal, lead teachers and data coach, along with LEA members will assist in this portion of the plan. Their roles and tasks have been outlined in previous sections of this plan. Teacher training will be based on their instructional needs.

The following procedures are in place and will continue with revision and refinement.

- The Achievement Series Data Program provides teachers with academic data on monthly schedule. The data gives teacher's feedback on formal assessments that are aligned to the Arizona Academic Standards.
- Teachers are required to study the data and collaboratively with team members make decision to improve their instruction of students and their students' academic performance.

Each month teachers turn in a Prop 301 Binder to the Dean to document their meeting of district learning goals, parental involvement and parent/student satisfaction of their teaching and communication with parents.

Data conversations and training will occur daily with instructional coaches, weekly with the deans and monthly, or more, in collaborative professional development sessions.

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.

Students' learning needs are the targeted focus for improvement in all aspects of the Tier I SIG plan. The turnaround model and completion of the transformational model components is a clear match for the LEA, LaPuerta, Sturgeon and Oasis. Here is a detailed and specific explanation of how student achievement will improve by implementing these two models. Increasing learning time with the "double dip" and after school program, in addition to, addressing more effective instruction by providing a systemic and systematic framework to increase teacher, administrative and LEA effectiveness, performance and communication will allow for students to meet and excel in their academic efforts to increase their proficiency levels.

- The LEA, LaPuerta HS, S. Sturgeon MS and Oasis HS have a plan to implement the turnaround model and transition model, in addition to the school improvement plan (SIP). For the turnaround model, LaPuerta replaced all of the high school staff except for one remaining English/Govt. teacher for 2009-2010. Oasis replaced 50% of its teaching staff and S.Sturgeon replaced 100% of its teaching staff for 2009-2010. The principals (Deans) at all three schools were replaced for the 2009-2010 school year. The Deans exchanged campuses. Limited instructional supplementary resources have been implemented in academic core areas ie. Math, reading, science, social studies. LaPuerta HS, S. Sturgeon MS and Oasis HS has a plan to implement the turnaround model and transition model, in addition to the school improvement plan (SIP). For the turnaround model, LaPuerta replaced all of the high school staff except for one remaining English/Govt. teacher for 2009-2010. Oasis replaced 50% of its teaching staff and S.Sturgeon replaced 100% of its teaching staff for 2009-2010. The principal (Deans) at all three schools were replaced for the 2009-2010 school year. The Deans exchanged campuses.
- Currently (April-May 2010) the LEA is amidst restructuring at the LEA level (for full implementation July 1, 2010)to provide additional support and assistance to implement and monitor staff and administrative performance at the LEA and site levels. Deans were made aware in April 2010 aware that their performance will be evaluated monthly by the LEA. Complete implementation by deans must be actively and consistently in place with fidelity prior to October 1, 2010.
- LEA positions are being restructured to provide maximized work efforts. The Data Coach will provide assistance and support weekly to all teaching staff, administration and LEA focusing on collecting, compiling, interpreting and analyzing data with and for teachers. Individual and group discussions, (data talks and data walks) will be scheduled weekly and monthly with professional development opportunities and practice embedded in grade/department level meetings and training that is scaffolded and , score and assist data coach in preparation for teacher collaboration. inspect our data system to identify if cleanup is necessary.
- Two secretaries are being hired to assume many of the important, extraneous tasks the deans have been doing because of limited staffing. All clerical and reception duties will be given to the secretaries. **See job description attachment.**
- Monitoring process would include the development, training, implementation and evaluation of monitoring frameworks, processes with monthly timelines beginning August 2010 and ending June 30, 2011, with repeats for 2011-2012 and 1213. Revisions would occur as needed or indicated by the external facilitator and LEA. A plan rubric will be used for this overall grant plan with the overseeing being done by an external technical consultant. See attachments for timelines, benchmarks, consequences, etc.(iObservation, attendance process, monthly teaching and site administrative

evaluation forms, differentiated instruction checklists.) A calendar inclusive of the timelines for implementation is also attached.

- I-pads/computer notepads and I-cameras will be purchased for the staff members who will be conducting observations, feedback and evaluations. Additional “clickers”, document cameras, projection systems and mimeo boards will be purchase with training provided to experienced teaching staff in Year 2.
- Trade books will be purchased to increase access to reading opportunities for our students so that they can be prepared for reading 200 pages and more on a weekly basis to prepare them for advanced learning opportunities beyond high school.
- An After School program has been specifically designed for middle and high school students to decrease the achievement gap and increase the opportunity gap so that Omega’s students will be on a more equitable “playing field” with students from other middle and high schools, and will be implemented September 2010 . This program was designed by teaching staff and several teachers have indicated a strong interest in being actively involved in the program. **See attached after school program proposal.**
- Deans will receive additional training in iObservation techniques to focus on the implementation of standards-based training/effective instructional strategies, use of to make data driven academic achievement decisions, and teacher growth through effective feedback and conferences.
- LEA and administrators will influence teacher effectiveness with the implementation of daily, weekly and monthly observations, walk throughs, conferences and collaborations with teachers, coaches and other staff. Documentation will be recorded, compiled and reviewed on a monthly basis by all staff.
- Leaders will be expected to demonstrate a clear purpose, unwavering passion and powerful persistence to generate continuous improvement and an environment that leads everyone to success.
- Deans, LEA administrator, assistant principal and instructional coaches will receive training in iObservation techniques to focus on the implementation of a research-based framework of accountability for teacher performance and professional development implementation , use of data driven decision-making regarding academic ac Collaborative planning by administrators and teachers to map out the curriculum, assessments and goals for the core subjects to insure students academic growth and mastery of the learning.*
- Lesson plans are collected and monitored weekly by site administrators with feedback and training provided as needed, individually and/or with small groups focused on a specific need.
- Current curriculum maps will be scaffolded for pacing, student needs and student success as measured by assessment and classroom data.
- Weekly formative assessments will be implemented at the high school level in addition to a pre-test, midterm and post test, which currently exists.
- Need calendar incorporating all dates for professional development grade/department level meetings, vertical and horizontal data discussions, feedback sessions, reflection and review dates inclusive of discussions regarding research-based instructional techniques, problem- solving, observational monitoring and evaluating

implementation of new frameworks, procedures and forms/checklists, assessment schedule, use of materials and resources .

- Need formal system evaluation and observation, such as iObservation, to track implementation of professional development training, deliverance of effective teaching and learning strategies and accountability for student proficiency levels and beyond. .
- More effectively align teaching calendar with the curriculum maps so that pacing provides for coverage of core learning in subject areas before on-going summative assessment and final assessments given by the state..
- Teachers and administrators need to attend ADE workshops, institutes, national professional conferences with a focus in reading, math, differentiated instruction, Marzano's Academic Vocabulary, coaching and formative and summative observational data collection
- Incentives and stipends need to be provided to instructional, coaching and administrative staff who impact student achievement with growth results of 25-30% in reading and math.
- Achievement and teachers' growth through effective feedback and conferences.
- System-wide change needs to occur at all levels with the creation, hiring and implementation of staff members that can more equitably distribute the workload so that consistent and continuous processes can be implemented efficiently effectively, and successfully. In other words, the gaps in communication, implementation accountability, monitoring and evaluating can be eliminated.
- Instructional coaches, an assistant principal and LEA level administrators need to be hired to impact grant approval, implementation and monitoring and evaluation. *
- Support and assistance to the site leadership needs to focus on assisting, mentoring, coaching, building capacity for emergent, future leaders, monitoring, professional development and documenting successes and areas to strengthen on a daily, on-going pace.
- Instructional coaches and assistant principal need to monitor the use of instructional pacing, curriculum maps, implementation of research-based effective teaching strategies, data and analysis, student achievement and teacher overall effectiveness. Job-embedded support needs to provide immediate feedback and support to the teaching staff.
- A formative evaluation, monitoring and summative evaluation process will be implemented to support the site administration in using their abilities to be instructional leaders on their respective campuses.
- Annual goals need to be identified by the deans that support instructional gains in student achievement and leadership gains. (All need to be measurable.)
- A monthly evaluation and monitoring process will be selected in May 2010 and implemented in July 2010. The LEA and deans will collaborate in this decision.
- The Director of School Improvement Turnaround will mentor, coach and monitor dean leadership and instructional qualities and performance on a weekly basis commencing July 2010. Documentation will be available to the Superintendent.
- Superintendent will meet twice a month with deans to progress monitor their leadership.

- Deans will be evaluated by Superintendent every two months.
- A formative evaluation, monitoring and summative evaluation process needs to be implemented to support the site administration in using their abilities to be instructional leaders on their respective campuses. See **Marzano Suite/iObservation attachment**.
- Annual goals need to be identified by the teaching staff that support instructional percentage gains in student achievement in reading and mathematics and professional development growth in teacher effectiveness.. (All need to be growth in teacher effectiveness measurable.)
- *The Director of School Improvement Turnaround will provide assistance, support and direction for the deans instructional coaches, teaching staff and support staff on a weekly documented basis, rather than an annual evaluation by deans and the Superintendent. **See Administrative monitoring forms and Marzano Suite/iObservation attachments.**
- The LEA will discuss and provide assistance and support at biweekly Leadership meetings to the deans to promote and follow through on back at the three schools.. The Superintendent will meet with the deans biweekly, also to provide feedback and direction, incentives and/or consequences commencing July 2010..
- Deans will observe all teaching staff 2-3 times weekly using the iObservation framework and resources selected with input from stakeholders: teachers, LEA staff and school board, and family members. There is no teachers' union involved with Omega Schools.) **See Marzano Suites/iObservation overview attachment.**
- Instructional coaches will observe teaching staff daily with weekly individual and group conferences and feedback sessions. Professional development will be provided during the week as well as weekly at Friday professional development sessions.
- Feedback reports will be provided to all instructional staff weekly by the deans and coaches. **See Marzano Suite/iObservation attachments.** Portfolios of monitoring will be retained by the deans and coaches and professional development. Monthly performance conferences and reports should be completed by deans, coaches and instructional staff. Logs will be maintained by coaches and deans. **See Marzano Suites/iObservation overview attachment.**
- Deans will formally establish their annual goals as the instructional leader at the schools. These goals need to be specific and in addition to identified goals collaboratively established in the ASIP for each school. This process will be completed at the leadership retreat with support and assistance from the LEA and lead teachers, using collaboration.
- Teachers will establish annual goals, both instructional and for professional growth. These goals need to be reflected upon with the coaches and deans and in collaboration groups during on-going professional growth and development and data discussions. Implementation with fidelity should be an area of emphasis and monitoring.
- The staff member being evaluated will present documentation to the deans,, demonstrating the professional development strategies that have been implemented and the student achievement results that support successful teacher performance..
- Multiple sources of data used to evaluate Teacher effectiveness will be discussed using data resources, daily and weekly, between the instructional coaches and teaching staff. Deans will discuss and monitor with coaches weekly and teaching staff on a monthly basis. There is a need for teachers to interact with the data available to them on a daily and weekly basis. Some of the data Omega is using include: weekly lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports.
- Professional development training focusing on formative and summative assessments and instructional decision-making will be incorporated in to the teacher evaluation process using the iObservation framework and process. **See attached Marzano Suites/iObservation overview attachment.**
- iObservation, differentiated instruction, technology (continued use of software programs (**see attached software list**), “clickers implementation, extended breadth and depth of data analysis integration with all components of instructional decision-making,) , and Anita Archer’s REWARDS program /instructional training have been identified and selected by staff, site administration and LEA to be the professional development plan components for 2010-2013, Extending, expanding, revising, reflecting, monitoring and evaluating these components and their integration with each other will strengthen and increase the performances, learning and results of our

teachers, administrators, students and parents.

- Strategically allocate calendar dates so that teaching staff can intermittently review the academic data to design and implement intervention to improve academic performance in a timely manner and impact the students most needy.
- Reviews, revisions and newly created systems for increasing the level and degree of understanding, application and accountability will occur and be implemented as quickly as possible. Some of these actions will carryover in the development and implementation stages due to the fact that we have limited staffing currently.
- The addition of newly created staffing personnel and the frameworks and processes identified throughout this document will intensify and target more explicit attention, monitoring and results at all levels of these three schools and the entire organization. **Additional data is shared using a variety of data sources listed in the LEA Section A reports of this plan. See individual school data grids in Section A.**
- Professional development will be a budgetary priority.
- Opportunities for staff-wide conversations on continuous improvement and system

Weekly formative assessments will be selected and implemented next school year.

Increasing the use of data to drive decision-making to meet student needs is critical, and on-going as a process to embed in conversations from the **LEA to the** classroom level on weekly basis. LEA and school goals will be established using all of the available data to drive professional development and increase student achievement based on their needs derived from the data. This will happen commencing July 2010 with this plan.

- Data conversations and training will occur daily with instructional coaches, weekly with the deans and monthly or more in collaborative professional development sessions. The assistant principal, lead teachers and data coach, along with LEA members will assist in this portion of the plan. Their roles and tasks have been outlined in previous sections of this plan. Teacher training will be based on the instructional and professional needs of the teaching staff..

Increasing the use of data to drive decision-making at all levels of the organization (LEA level to classroom level) to meet student needs is critical, and on-going as a process. There will be opportunities to embed all staff in conversations from the LEA to the classroom level on weekly basis. Coaches, deans LEA and staff need to lead these efforts with individual and group discussions.

The LEA's reliance on data will improve and increase in monitoring and analysis so that the data is presented to teachers in a manner and format that will support their increase in its use to lesson plan, deliver instruction and monitor and evaluate student achievement and their own performance and effectiveness throughout the school year.

Tools, timelines and procedures will be identified and implemented.

Professional development of the tools and procedures will take place throughout the school year increase student achievement based on their needs derived from the data. Grade level standards and student levels of performance are priorities. With collaboration amongst the LEA, deans and teaching staff.

Weekly formative assessments will be selected and implemented next school year.

Increasing the use of data to drive decision-making to meet student needs is critical, and on-going as a process to embed in conversations from the **LEA to the** classroom level on weekly basis. LEA and school goals need to be established using all of the available data to drive professional development and increase student achievement based on their needs derived from the data. This will happen commencing July 2010 with this plan

Data conversations and training will occur daily with instructional coaches, weekly with the deans and monthly or more in collaborate professional development sessions. The

assistant principal, lead teachers and data coach, along with LEA members will assist in this portion of the plan. Their roles and tasks have been outlined in previous sections of this plan. Teacher training will be based on their instructional needs.

The following procedures are in place and will continue with revision and refinement.

- The Achievement Series Data Program provides teachers with academic data on monthly schedule. The data gives teacher’s feedback on formal assessments that are aligned to the Arizona Academic Standards.
- Teachers are required to study the data and collaboratively with team members make decision to improve their instruction of students and their students’ academic performance.

Each month teachers turn in a Prop 301 Binder to the Dean to document their meeting of district learning goals, parental involvement and parent/student satisfaction of their teaching and communication with parents.

Data conversations and training will occur daily with instructional coaches, weekly with the deans and monthly, or more, in collaborative professional development sessions.

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
La Puerta High School	04001010309 1	X		<u>X</u>			<u>X</u>

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

	AYP Designation	
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SCHOOL NAME	NCES ID#		Area of Need(s) Based on 2009 AIMS Assessment
Sturgeon Middle School	04001010309 0	Not meets	Reading, Math proficiency levels
Oasis High School	04001010188 5	Not meets	Number of students tested

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:

Not applicable the LEA is serving the Tier I school, LaPuerta High 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:

increase their proficiency levels by a minimum of 25% when compared to the 2009-2010 school year.

Goal Area	Goals	Baseline
Reading	All students, including student with disabilities, English language learners, the economically disadvantaged and the 5 racial/ethnic subgroups, will increase their proficiency levels by a minimum of 25% when compared to the 2009-2010 school year.	2008-09 = 26% AMO 2009-10 = 63%
Math	All students, including student with disabilities, English language learners, the economically disadvantaged and the 5 racial/ethnic subgroups, will increase their proficiency levels by a minimum of 25% when compared to the 2009-2010 school year.	2008-09 = 19% AMO Data not available to this date
Graduation Rate (for High Schools only)	All students, including student with disabilities, English language learners, the economically disadvantaged and the 5 racial/ethnic subgroups, will increase their graduation rates by a minimum of 25% in comparison to 2009-2010.	2008-09 baseline—49 % 2009-2010 Anticipated to be (95%)

For each Goal	Progress Monitoring Plan	Person(s) Responsible
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in:	Process	Timeline	
Reading	Weekly common formative assessments and annual summative assessments Weekly and monthly monitoring of deans' and coaches' teacher effectiveness and performance results	Weekly August 2010- June 2013	Deans, Assistant Principal, Lead Teachers, data and instructional coaches, Directors of School Improvement Turnaround and Director of State and Federal Grants and Projects
Math	Weekly common formative assessments and pre-, mid, and end of term summative assessments annual summative assessment (AIMS)	Weekly August 2010- June 2013	Same as Reading
Graduation Rate (for High Schools only)	Attendance, credits obtained and earned, student schedules, mentoring individual students, credit recovery and acceleration using ALS program, tutoring and after school , extended day classes (Fridays). Weekly common formative assessments and annual summative assessment	Weekly August 2010- June 2013	Same as Reading and Math

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		
Sturgeon Middle School	X			The three schools' size provides the opportunity for the LEA to replicate human and material resources on both campuses. This being duly noted, the funding sources, internal and/or external, funded and non-funded would be the same for all three schools. A detailed description of LEA support to be provided for each of the Tier III schools is the same as what it is for the Tier I school. The interventions would also be the same. Student numbers will vary due to enrollment at each site. Here is the detailed description: Students' learning needs are the targeted focus for improvement in all aspects of the Tier I SIG plan. The turnaround model and completion of the transformational	May 2010- June 2013

			<p>model components is a clear match for the LEA, LaPuerta, Sturgeon and Oasis. Here is a detailed and specific explanation of how student achievement will improve by implementing these two models. Increasing learning time with the “double dip” and after school program, in addition to, addressing more effective instruction by providing a systemic and systematic framework to increase teacher, administrative and LEA effectiveness, performance and communication will allow for students to meet and excel in their academic efforts to increase their proficiency levels.</p> <ul style="list-style-type: none">• The LEA, LaPuerta HS, S. Sturgeon MS and Oasis HS have a plan to implement the turnaround model and transition model, in addition to the school improvement plan (SIP). For the turnaround model, LaPuerta replaced all of the high school staff except for one remaining English/Govt. teacher for 2009-2010. Oasis replaced 50% of its teaching staff and S.Sturgeon replaced 100% of its teaching staff for 2009-2010. The principals (Deans) at all three schools were replaced for the 2009-2010 school year. The Deans exchanged campuses. Limited instructional supplementary resources has reading, science, social studies. LaPuerta HS, S. Sturgeon MS and Oasis HS has a plan to implement the turnaround model and transition model, in addition to the school improvement plan (SIP). For the turnaround model, LaPuerta replaced all of the high school staff except for one remaining English/Govt. teacher for 2009-2010. Oasis replaced 50% of its teaching staff and S.Sturgeon replaced 100% of its teaching staff for 2009-2010. The principal (Deans) at all three schools were replaced for the 2009-2010 school year. The Deans exchanged campuses.• Currently (April-May 2010) the LEA is amidst restructuring at the LEA level (for full implementation	
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				<p>July 1, 2010)to provide additional support and assistance to implement and monitor staff and administrative performance at the LEA and site levels. Deans were made aware in April 2010 aware that their performance will be evaluated monthly by the LEA. Complete implementation by deans must be actively and consistently in place with fidelity prior to October 1, 2010.</p> <ul style="list-style-type: none">• LEA positions are being restructured to provide maximized work efforts. The Data Coach will provide assistance and support weekly to all teaching staff, administration and LEA focusing on collecting, compiling, interpreting and analyzing data with and for teachers. Individual and group discussions, (data talks and data walks) will be scheduled weekly and monthly with professional development opportunities and practice embedded in grade/department level meetings and training that is scaffolded and , score and assist data coach in preparation for teacher collaboration. inspect our data system to identify if cleanup is necessary.• Two secretaries are being hired to assume many of the important, extraneous tasks the deans have been doing because of limited staffing. All clerical and reception duties will be given to the secretaries. <u>See job description attachment.</u>• Monitoring process would include the development, training, implementation and evaluation of monitoring frameworks, processes with monthly timelines beginning August 2010 and ending June 30, 2011, with repeats for 2011-2012 and 1213. Revisions would occur as needed or indicated by the external facilitator and LEA. A plan rubric will be used for this overall grant plan with the	
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				<p>overseeing being done by an external technical consultant. See attachments for timelines, benchmarks, consequences, etc.(iObservation, attendance process, monthly teaching and site administrative Trade books will be purchased to increase access to reading opportunities for our students so that they can be prepared for reading 200 pages and more on a weekly basis to prepare them for advanced learning opportunities beyond high school.</p> <ul style="list-style-type: none">• An After School program has been specifically designed for middle and high school students to decrease the achievement gap and increase the opportunity gap so that Omega’s students will be on a more equitable “playing field” with students from other middle and high schools, and will be implemented September 2010 . This program was designed by teaching staff and several teachers have indicated a strong interest in being actively involved in the program. <u>See attached after school program proposal.</u>• Deans will receive additional training in iObservation techniques to focus on the implementation of standards-based training/effective instructional strategies, use of to make data driven academic achievement decisions, and teacher growth through effective feedback and conferences.• LEA and administrators will influence teacher effectiveness with the implementation of daily, weekly and monthly observations, walk throughs, conferences and collaborations with teachers, coaches and other staff. Documentation will be recorded, compiled and reviewed on a monthly basis by all staff.• Leaders will be expected to demonstrate a clear purpose,	
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				<p>unwavering passion and powerful persistence to generate continuous improvement and an environment that leads everyone to success.</p> <ul style="list-style-type: none">• Deans, LEA administrator, assistant principal and instructional coaches will receive training in iObservation techniques to focus on the implementation of a research-based framework of accountability for teacher performance and professional development implementation , use of data driven decision-making regarding academic ac Collaborative planning by administrators and teachers to map out the curriculum, assessments and goals for the core subjects to insure students academic growth and mastery of the learning.*• Lesson plans are collected and monitored weekly by site administrators with feedback and training provided as needed, individually and/or with small groups focused on a specific need.• Current curriculum maps will be scaffolded for pacing, student needs and student success as measured by assessment and classroom data.• Weekly formative assessments will be implemented at the high school level in addition to a pre-test, midterm and post test, which currently exists.• Need calendar incorporating all dates for professional development grade/department level meetings, vertical and horizontal data discussions, feedback sessions, reflection and review dates inclusive of discussions regarding research-based instructional techniques, problem- solving, observational monitoring and evaluating implementation of new frameworks, procedures and forms/checklists, assessment schedule, use of materials and resources .• Need formal system evaluation and observation, such as iObservation, to track implementation of professional development training, deliverance of effective teaching and	
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				<p>learning strategies and accountability for student proficiency levels and beyond. .</p> <ul style="list-style-type: none">• More effectively align teaching calendar with the curriculum maps so that pacing provides for coverage of core learning in subject areas before on-going summative assessment and final assessments given by the state..• Teachers and administrators need to attend ADE workshops, institutes, national professional conferences with a focus in reading, math, differentiated instruction, Marzano's Academic Vocabulary, coaching and formative and summative observational data collection• Incentives and stipends need to be provided to instructional, coaching and administrative staff who impact student achievement with growth results of 25-30% in reading and math.• Achievement and teachers' growth through effective feedback and conferences.• System-wide change needs to occur at all levels with the creation, hiring and implementation of staff members that can more equitably distribute the workload so that consistent and continuous processes can be implemented efficiently effectively, and successfully. In other words, the gaps in communication, implementation accountability, monitoring and evaluating can be eliminated.• Instructional coaches, an assistant principal and LEA level administrators need to be hired to impact grant approval, implementation and monitoring and evaluation. *• Support and assistance to the site leadership needs to focus on assisting, mentoring, coaching, building capacity for emergent, future leaders, monitoring, professional development and documenting successes and areas to strengthen on a daily, on-	
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				<p>going pace.</p> <ul style="list-style-type: none">• Instructional coaches and assistant principal need to monitor the use of instructional pacing, curriculum maps, implementation of research-based effective teaching strategies, data and analysis, student achievement and teacher overall effectiveness. Job-embedded support needs to provide immediate feedback and support to the teaching staff.• A formative evaluation, monitoring and summative evaluation process will be implemented to support the site administration in using their abilities to be instructional leaders on their respective campuses.• Annual goals need to be identified by the deans that support instructional gains in student achievement and leadership gains. (All need to be measurable.)• A monthly evaluation and monitoring process will be selected in May 2010 and implemented in July 2010. The LEA and deans will collaborate in this decision.• The Director of School Improvement Turnaround will mentor, coach and monitor dean leadership and instructional qualities and performance on a weekly basis commencing July 2010. Documentation will be available to the Superintendent.• Superintendent will meet twice a month with deans to progress monitor their leadership.• Deans will be evaluated by Superintendent every two months.• A formative evaluation, monitoring and summative evaluation process needs to be implemented to support the site administration in using their abilities to be instructional leaders on their respective campuses. See <u>Marzano Suite/iObservation attachment.</u>• Annual goals need to be identified by the teaching staff that support instructional percentage gains in student	
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				<p>achievement in reading and mathematics and professional development growth in teacher effectiveness.. (All need to be growth in teacher effectiveness measurable.)</p> <ul style="list-style-type: none">• *The Director of School Improvement Turnaround will provide assistance, support and direction for the deans instructional coaches, teaching staff and support staff on a weekly documented basis, rather than an annual evaluation by deans and the Superintendent. <u>See Administrative monitoring forms and Marzano Suite/iObservation attachments.</u>• The LEA will discuss and provide assistance and support at biweekly Leadership meetings to the deans to promote and follow through on back at the three schools.. The Superintendent will meet with the deans biweekly, also to provide feedback and direction, incentives and/or consequences commencing July 2010..• Deans will observe all teaching staff 2-3 times weekly using the iObservation framework and resources selected with input from stakeholders: teachers, LEA staff and school board, and family members. There is no teachers' union involved with Omega Schools.) <u>See Marzano Suites/iObservation overview attachment.</u>• Instructional coaches will observe teaching staff daily with weekly individual and group conferences and feedback sessions. Professional development will be provided during the week as well as weekly at Friday professional development sessions.• Feedback reports will be provided to all instructional staff weekly by the deans and coaches. <u>See Marzano Suite/iObservation attachments.</u> Portfolios of monitoring will be retained by the deans and coaches and professional development. Monthly performance conferences and reports should be completed by deans, coaches and instructional staff. Logs will be maintained by coaches and deans. <u>See Marzano Suites/iObservation overview attachment.</u>• Deans will formally establish their annual goals as the instructional leader at the schools. These goals need to be	
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				<p>specific and in addition to identified goals collaboratively established in the ASIP for each school. This process will be completed at the leadership retreat with support and assistance from the LEA and lead teachers, using collaboration.</p> <ul style="list-style-type: none">• teachers, administrators, students and parents.• Strategically allocate calendar dates so that teaching staff can intermittently review the academic data to design and implement intervention to improve academic performance in a timely manner and impact the students most needy.• Reviews, revisions and newly created systems for increasing the level and degree of understanding, application and accountability will occur and be implemented as quickly as possible. Some of these actions will carryover in the development and implementation stages due to the fact that we have limited staffing currently.• The addition of newly created staffing personnel and the frameworks and processes identified throughout this document will intensify and target more explicit attention, monitoring and results at all levels of these three schools and the entire organization. <u>Additional data is shared using a variety of data sources listed in the LEA Section A reports of this plan. See individual school data grids in Section A.</u>• Professional development will be a budgetary priority.• Opportunities for staff-wide conversations on continuous improvement and system <p>Weekly formative assessments will be selected and implemented next school year.</p> <p>Increasing the use of data to drive decision-making to meet student needs is critical, and on-going as a process to embed in conversations from the LEA to the classroom level on weekly basis. LEA and school goals will be established using all of the available data to drive professional development and increase student achievement based on their needs derived from the data. This will happen commencing July 2010 with this plan.</p> <ul style="list-style-type: none">• Data conversations and training will occur daily with instructional coaches, weekly with the deans and monthly or	
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				<p>more in collaborative professional development sessions. The assistant principal, lead teachers and data coach, along with LEA members will assist in this portion of the plan. Their roles and tasks have been outlined in previous sections of this plan. Teacher training will be based on the instructional and professional needs of the teaching staff..</p> <p>Increasing the use of data to drive decision-making at all levels of the organization (LEA level to classroom level) to meet student needs is critical, and on-going as a process. There will be opportunities to embed all staff in conversations from the LEA to the classroom level on weekly basis. Coaches, deans LEA and staff need to lead these efforts with individual and group discussions.</p> <p>The LEA's reliance on data will improve and increase in monitoring and analysis so that the data is presented to teachers in a manner and format that will support their increase in its use to lesson plan, deliver instruction and monitor and evaluate student achievement and their own performance and effectiveness throughout the school year.</p> <p>Tools, timelines and procedures will be identified and implemented.</p> <p>Professional development of the tools and procedures will take place throughout the school year increase student achievement based on their needs derived from the data. Grade level standards and student levels of performance are priorities. With collaboration amongst the LEA, deans and teaching staff.</p> <p>Weekly formative assessments will be selected and implemented next school year.</p> <p>Increasing the use of data to drive decision-making to meet student needs is critical, and on-going as a process to embed in conversations from the LEA to the classroom level on weekly basis. LEA and school goals need to be established using all of the available data to drive professional development and increase student achievement based on their needs derived from the data. This will happen commencing July 2010 with this plan</p> <p>Data conversations and training will occur daily with instructional</p>	
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				<p>coaches, weekly with the deans and monthly or more in collaborate professional development sessions. The assistant principal, lead teachers and data coach, along with LEA members will assist in this portion of the plan. Their roles and tasks have been outlined in previous sections of this plan. Teacher training will be based on their instructional needs.</p> <p>The following procedures are in place and will continue with revision and refinement.</p> <ul style="list-style-type: none"> • The Achievement Series Data Program provides teachers with academic data on monthly schedule. The data gives teacher’s feedback on formal assessments that are aligned to the Arizona Academic Standards. • Teachers are required to study the data and collaboratively with team members make decision to improve their instruction of students and their students’ academic performance. <p>Each month teachers turn in a Prop 301 Binder to the Dean to document their meeting of district learning goals, parental involvement and parent/student satisfaction of their teaching and communication with parents.</p> <p>Data conversations and training will occur daily with instructional coaches, weekly with the deans and monthly, or more, in collaborative professional development sessions.</p>	
Oasis High School	X			<p>The three schools’ size provides the opportunity for the LEA to replicate human and material resources on both campuses. This being duly noted, the funding sources, internal and/or external, funded and non-funded would be the same for all three schools. A detailed description of LEA support to be</p>	May 2010- June 2013

			<p>provided for each of the Tier III schools is the same as what it is for the Tier I school. The interventions would also be the same. Student numbers will vary due to enrollment at each site. Here is the detailed description:</p> <p>Students' learning needs are the targeted focus for improvement in all aspects of the Tier I SIG plan. The turnaround model and completion of the transformational model components is a clear match for the LEA, LaPuerta, Sturgeon and Oasis. Here is a detailed and specific explanation of how student achievement will improve by implementing these two models. Increasing learning time with the "double dip" and after school program, in addition to, addressing more effective instruction by providing a systemic and systematic framework to increase teacher, administrative and LEA effectiveness, performance and communication will allow for students to meet and excel in their academic efforts to increase their proficiency levels.</p> <ul style="list-style-type: none">• The LEA, LaPuerta HS, S. Sturgeon MS and Oasis HS have a plan to implement the turnaround model and transition model, in addition to the school improvement plan (SIP). For the turnaround model, LaPuerta replaced all of the high school staff except for one remaining English/Govt. teacher for 2009-2010. Oasis replaced 50% of its teaching staff and S.Sturgeon replaced 100% of its teaching staff for 2009-2010. The principals (Deans) at all three schools were replaced for the 2009-2010 school year. The Deans exchanged campuses. Limited instructional supplementary resources have been implemented in academic core areas ie. math, reading, science, social studies. LaPuerta HS, S. Sturgeon MS and Oasis HS has a plan to implement the turnaround model and transition model, in addition to the school improvement plan (SIP). For the turnaround model, LaPuerta replaced all of the high school staff except for one remaining English/Govt. teacher for 2009-2010.	
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				<p>Oasis replaced 50% of its teaching staff and S.Sturgeon replaced 100% of its teaching staff for 2009-2010. The principal (Deans) at all three schools were replaced for the 2009-2010 school year. The Deans exchanged campuses.</p> <ul style="list-style-type: none">• Currently (April-May 2010) the LEA is amidst restructuring at the LEA level (for full implementation July 1, 2010)to provide additional support and assistance to implement and monitor staff and administrative performance at the LEA and site levels. Deans were made aware in April 2010 aware that their performance will be evaluated monthly by the LEA. Complete implementation by deans must be actively and consistently in place with fidelity prior to October 1, 2010.• LEA positions are being restructured to provide maximized work efforts. The Data Coach will provide assistance and support weekly to all teaching staff, administration and LEA focusing on collecting, compiling, interpreting and analyzing data with and for teachers. Individual and group discussions, (data talks and data walks) will be scheduled weekly and monthly with professional development opportunities and practice embedded in grade/department level meetings and training that is scaffolded and , score and assist data coach in preparation for teacher collaboration. inspect our data system to identify if cleanup is necessary.• Two secretaries are being hired to assume many of the important, extraneous tasks the deans have been doing because of limited staffing. All clerical and reception duties will be given to the secretaries. <u>See job description attachment.</u>	
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				<ul style="list-style-type: none">• Monitoring process would include the development, training, implementation and evaluation of monitoring frameworks, processes with monthly timelines beginning August 2010 and ending June 30, 2011, with repeats for 2011-2012 and 2012-2013. Revisions would occur as needed or indicated by the external facilitator and LEA. A plan rubric will be used for this overall grant plan with the overseeing being done by an external technical consultant. See attachments for timelines, benchmarks, consequences, etc. (i)Observation, attendance process, monthly teaching and site administrative Trade books will be purchased to increase access to reading opportunities for our students so that they can be prepared for reading 200 pages and more on a weekly basis to prepare them for advanced learning opportunities beyond high school.• An After School program has been specifically designed for middle and high school students to decrease the achievement gap and increase the opportunity gap so that Omega's students will be on a more equitable "playing field" with students from other middle and high schools, and will be implemented September 2010. This program was designed by teaching staff and several teachers have indicated a strong interest in being actively involved in the program. <u>See attached after school program proposal.</u>• Deans will receive additional training in iObservation techniques to focus on the implementation of standards-based training/effective instructional strategies, use of data to make data driven academic achievement decisions, and teacher growth through effective feedback and conferences.	
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				<ul style="list-style-type: none">• LEA and administrators will influence teacher effectiveness with the implementation of daily, weekly and monthly observations, walk throughs, conferences and collaborations with teachers, coaches and other staff. Documentation will be recorded, compiled and reviewed on a monthly basis by all staff.• Leaders will be expected to demonstrate a clear purpose, unwavering passion and powerful persistence to generate continuous improvement and an environment that leads everyone to success.• Deans, LEA administrator, assistant principal and instructional coaches will receive training in iObservation techniques to focus on the implementation of a research-based framework of accountability for teacher performance and professional development implementation , use of data driven decision-making regarding academic ac Collaborative planning by administrators and teachers to map out the curriculum, assessments and goals for the core subjects to insure students academic growth and mastery of the learning.*• Lesson plans are collected and monitored weekly by site administrators with feedback and training provided as needed, individually and/or with small groups focused on a specific need.• Current curriculum maps will be scaffolded for pacing, student needs and student success as measured by assessment and classroom data.• Weekly formative assessments will be implemented at the high school level in addition to a pre-test, midterm and post test, which currently exists.• Need calendar incorporating all dates for professional development grade/department level meetings, vertical and horizontal data discussions, feedback sessions, reflection and review dates inclusive of discussions regarding research-based	
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				<p>instructional techniques, problem- solving, observational monitoring and evaluating implementation of new frameworks, procedures and forms/checklists, assessment schedule, use of materials and resources .</p> <ul style="list-style-type: none">• Need formal system evaluation and observation, such as iObservation, to track implementation of professional development training, deliverance of effective teaching and learning strategies and accountability for student proficiency levels and beyond. .• More effectively align teaching calendar with the curriculum maps so that pacing provides for coverage of core learning in subject areas before on-going summative assessment and final assessments given by the state..• Teachers and administrators need to attend ADE workshops, institutes, national professional conferences with a focus in reading, math, differentiated instruction, Marzano’s Academic Vocabulary, coaching and formative and summative observational data collection• Incentives and stipends need to be provided to instructional, coaching and administrative staff who impact student achievement with growth results of 25-30% in reading and math.• Achievement and teachers’ growth through effective feedback and conferences.• System-wide change needs to occur at all levels with the creation, hiring and implementation of staff members that can more equitably distribute the workload so that consistent and continuous processes can be implemented efficiently effectively, and successfully. In other words, the gaps in communication, implementation accountability, monitoring and evaluating can be eliminated.	
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				<ul style="list-style-type: none">• Instructional coaches, an assistant principal and LEA level administrators need to be hired to impact grant approval, implementation and monitoring and evaluation. *• Support and assistance to the site leadership needs to focus on assisting, mentoring, coaching, building capacity for emergent future leaders, monitoring, professional development and documenting successes and areas to strengthen on a daily, on-going pace.• Instructional coaches and assistant principal need to monitor the use of instructional pacing, curriculum maps, implementation of research-based effective teaching strategies, data and analysis, student achievement and teacher overall effectiveness. Job-embedded support needs to provide immediate feedback and support to the teaching staff.• A formative evaluation, monitoring and summative evaluation process will be implemented to support the site administration in using their abilities to be instructional leaders on their respective campuses.• Annual goals need to be identified by the deans that support instructional gains in student achievement and leadership gains. (All need to be measurable.)• A monthly evaluation and monitoring process will be selected in May 2010 and implemented in July 2010. The LEA and deans will collaborate in this decision.• The Director of School Improvement Turnaround will mentor, coach and monitor dean leadership and instructional qualities and performance on a weekly basis commencing July 2010. Documentation will be available to the Superintendent.• Superintendent will meet twice a month with deans to progress monitor their leadership.• Deans will be evaluated by Superintendent every two months.	
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				<ul style="list-style-type: none">• A formative evaluation, monitoring and summative evaluation process needs to be implemented to support the site administration in using their abilities to be instructional leaders on their respective campuses. See <u>Marzano Suite/iObservation attachment</u>.• Annual goals need to be identified by the teaching staff that support instructional percentage gains in student achievement in reading and mathematics and professional development growth in teacher effectiveness.. (All need to be growth in teacher effectiveness measurable.)• *The Director of School Improvement Turnaround will provide assistance, support and direction for the deans instructional coaches, teaching staff and support staff on a weekly documented basis, rather than an annual evaluation by deans and the Superintendent. <u>See Administrative monitoring forms and Marzano Suite/iObservation attachments</u>.• The LEA will discuss and provide assistance and support at biweekly Leadership meetings to the deans to promote and follow through on back at the three schools.. The Superintendent will meet with the deans biweekly, also to provide feedback and direction, incentives and/or consequences commencing July 2010..• Deans will observe all teaching staff 2-3 times weekly using the iObservation framework and resources selected with input from stakeholders: teachers, LEA staff and school board, and family members. There is no teachers' union involved with Omega Schools.) <u>See Marzano Suites/iObservation overview attachment</u>.• Instructional coaches will observe teaching staff daily with weekly individual and group conferences and feedback sessions. Professional development will be provided during the week as well as weekly at Friday professional development sessions.• Feedback reports will be provided to all instructional staff weekly by the deans and coaches. <u>See Marzano Suite/iObservation attachments</u>. Portfolios of monitoring	
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				<p>will be retained by the deans and coaches and professional development. Monthly performance conferences and reports should be completed by deans, coaches and instructional staff. Logs will be maintained by coaches and deans. <u>See Marzano Suites/iObservation overview attachment.</u></p> <ul style="list-style-type: none"> • Deans will formally establish their annual goals as the instructional leader at the schools. These goals need to be specific and in addition to identified goals collaboratively established in the ASIP for each school. This process will be completed at the leadership retreat with support and assistance from the LEA and lead teachers, using collaboration. • teachers, administrators, students and parents. • Strategically allocate calendar dates so that teaching staff can intermittently review the academic data to design and implement intervention to improve academic performance in a timely manner and impact the students most needy. • Reviews, revisions and newly created systems for increasing the level and degree of understanding, application and accountability will occur and be implemented as quickly as possible. Some of these actions will carryover in the development and implementation stages due to the fact that we have limited staffing currently. • The addition of newly created staffing personnel and the frameworks and processes identified throughout this document will intensify and target more explicit attention, monitoring and results at all levels of these three schools and the entire organization. <u>Additional data is shared using a variety of data sources listed in the LEA Section A reports of this plan. See individual school data grids in Section A.</u> • Professional development will be a budgetary priority. • Opportunities for staff-wide conversations on continuous improvement and system <p>Weekly formative assessments will be selected and implemented next school year.</p> <p>Increasing the use of data to drive decision-making to meet student needs is critical, and on-going as a process to embed in conversations from the</p>	
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				<p>LEA to the classroom level on weekly basis. LEA and school goals will be established using all of the available data to drive professional development and increase student achievement based on their needs derived from the data. This will happen commencing July 2010 with this plan.</p> <ul style="list-style-type: none">• Data conversations and training will occur daily with instructional coaches, weekly with the deans and monthly or more in collaborative professional development sessions. The assistant principal, lead teachers and data coach, along with LEA members will assist in this portion of the plan. Their roles and tasks have been outlined in previous sections of this plan. Teacher training will be based on the instructional and professional needs of the teaching staff.. <p>Increasing the use of data to drive decision-making at all levels of the organization (LEA level to classroom level) to meet student needs is critical, and on-going as a process. There will be opportunities to embed all staff in conversations from the LEA to the classroom level on weekly basis. Coaches, deans LEA and staff need to lead these efforts with individual and group discussions.</p> <p>The LEA's reliance on data will improve and increase in monitoring and analysis so that the data is presented to teachers in a manner and format that will support their increase in its use to lesson plan, deliver instruction and monitor and evaluate student achievement and their own performance and effectiveness throughout the school year.</p> <p>Tools, timelines and procedures will be identified and implemented.</p> <p>Professional development of the tools and procedures will take place throughout the school year increase student achievement based on their needs derived from the data. Grade level standards and student levels of performance are priorities. With collaboration amongst the LEA, deans and teaching staff.</p> <p>Weekly formative assessments will be selected and implemented next school year.</p> <p>Increasing the use of data to drive decision-making to meet student needs</p>	
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			<p>is critical, and on-going as a process to embed in conversations from the LEA to the classroom level on weekly basis. LEA and school goals need to be established using all of the available data to drive professional development and increase student achievement based on their needs derived from the data. This will happen commencing July 2010 with this plan</p> <p>Data conversations and training will occur daily with instructional Increasing the use of data to drive decision-making to meet student needs is critical, and on-going as a process to embed in conversations from the LEA to the classroom level on weekly basis. LEA and school goals need to be established using all of the available data to drive professional development and increase student achievement based on their needs derived from the data. This will happen commencing July 2010 with this plan</p> <p>Data conversations and training will occur daily with instructional coaches, weekly with the deans and monthly or more in collaborate professional development sessions. The assistant principal, lead teachers and data coach, along with LEA members will assist in this portion of the plan. Their roles and tasks have been outlined in previous sections of this plan. Teacher training will be based on their instructional needs.</p> <p>The following procedures are in place and will continue with revision and refinement.</p> <ul style="list-style-type: none">• The Achievement Series Data Program provides teachers with academic data on monthly schedule. The data gives teacher's feedback on formal assessments that are aligned to the Arizona Academic Standards.• Teachers are required to study the data and collaboratively with team members make decision to improve their instruction of students and their students' academic performance. <p>Each month teachers turn in a Prop 301 Binder to the Dean to document their meeting of district learning goals, parental involvement and parent/student satisfaction of their teaching and communication with parents.</p> <p>Data conversations and training will occur daily with instructional</p>	
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				coaches, weekly with the deans and monthly, or more, in collaborative professional development sessions.	

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 student with disabilities, English language learners, the economically disadvantaged and the 5 racial/ethnic subgroups, will increase their proficiency levels by a minimum of 25% when compared to the 2009-2010 school year.	2008-09 = 26% AMO 2009-10 = 63%	Weekly common formative assessments and annual summative assessments pre-, mid, and end of term summative assessments and annual summative assessment (AIMS) Weekly and monthly monitoring of deans' and coaches' teacher effectiveness and performance results	Weekly August 2010- June 2013	Deans, Assistant Principal, Lead Teachers, data and instructional coaches, Directors of School Improvement Turnaround and Director of State and Federal Grants and Projects and teaching staff

Math	All students, including student with disabilities, English language learners, the economically disadvantaged and the 5 racial/ethnic subgroups, will increase their proficiency levels by a minimum of 25% when compared to the 2009-2010 school year.	2008-09 = 19% AMO Data not available to this date. Attendance, credits obtained and earned, student schedules, mentoring individual students, credit recovery and acceleration using ALS program, tutoring etc.	Weekly common formative assessments and pre-, mid, and end of term summative assessments and annual summative assessment (AIMS)	Weekly August 2010- June 2013	Deans, Assistant Principal, Lead Teachers, data and instructional coaches, Directors of School Improvement Turnaround and Director of State and Federal Grants and Projects and teaching staff
Graduation Rate	All students, including student with disabilities, English language learners, the economically disadvantaged and the 5 racial/ethnic subgroups, will increase their graduation rates by a minimum of 25% in comparison to 2009-2010.	2008-09 baseline—49 % 2009-2010 Anticipated to be (95%)	Attendance, credits obtained and earned, student schedules, mentoring individual students, credit recovery and acceleration using ALS program, tutoring and after school , extended day classes (Fridays). Weekly common formative assessments , term and annual summative assessments	Weekly August 2010- June 2013	Deans, Assistant Principal, Lead Teachers, data and instructional coaches, Directors of School Improvement Turnaround and Director of State and Federal Grants and Projects and teaching staff

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

The technical assistance plan will be implemented in July 2010. Rubrics, all elements of the instructional support, professional development plan and all other areas of this plan will be implemented, monitored and evaluated in a very explicit, systematic and systemic process described in this plan. **See narratives and all attachments.** Continuous and consistent support and monitoring will provide the opportunities to increase depth and intensity when it happens daily and weekly; Concerns, dilemmas and solutions will occur immediately to ensure success. Non-performing and/or resisting stakeholders will be terminated. Contingencies will be finalized at the Leadership retreat in July 2010.

Practices that will be modified include a more explicit calendar being developed, implemented and monitored, more explicit monitoring procedures, timelines and checklist/evaluation/feedback forms to be implemented with additional staff hired to more evenly distribute tasks and responsibilities to ensure consistent and continuous follow through and completion of monitoring and evaluating all areas of the plan.

Gaps in quality will be eliminated with the team effort of everyone at every level with the assistance of ADE coaches and external consultants.

Interim indicators of growth will be accumulated, disaggregated and analyzed by all stakeholders with the support of the new positions and external partners.

Flexible options will be incorporated in to policy and procedures to partner successfully with community and businesses, as well as, parents to bring new and innovative options to our students.

ADE has provided coaches to support previous ASIP efforts in planning and implementation. External providers will be selected using a team approach. Collaborative input will be transparent and fair. The team will be comprised of representatives who serve on the ASIP and new vested stakeholders..

Budget requests within this grant ensure that goals established for the external providers will attract many providers to meet the challenges and goals of their responsibilities. **See contract attachment.** In addition to a contract , a job description and performance agreement will include the following:

- *Specific goals and measurable expectations for the external provider
- * Adequate funding support
- *Evaluation of services

*LEA and site support

*Consequences for failure to complete tasks and responsibilities efficiently and effectively

Specific goals, measurable expectations and criteria will be established in June-July 2010 for the responsibilities and timeline for the external consultants. Additional research to establish criteria emphasizing the key steps to selecting and managing contracts with external providers will be selected and decided at the Leadership Retreat (July 2010). Implementation of monitoring, etc. will begin in August 2010.

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.

Deans will receive additional training in iObservation techniques to focus on the implementation of standards-based training/effective instructional strategies, use of to make data driven academic achievement decisions, and teacher growth through effective feedback and conferences.

- LEA and administrators will influence teacher effectiveness with the implementation of daily, weekly and monthly observations, walk throughs, conferences and collaborations with teachers, coaches and other staff. Documentation will be recorded, compiled and reviewed on a monthly basis by all staff.

- Leaders will be expected to demonstrate a clear purpose, unwavering passion and powerful persistence to generate continuous improvement and an environment that leads everyone to success.
- Deans, LEA administrator, assistant principal and instructional coaches will receive training in iObservation techniques to focus on the implementation of a research-based framework of accountability for teacher performance and professional development implementation , use of data driven decision-making regarding academic achievement and teachers' growth through effective feedback and conferences.
- Collaborative planning by administrators and teachers to map out the curriculum, assessments and goals for the core subjects to insure students academic growth and mastery of the learning.*
- Lesson plans are collected and monitored weekly by site administrators with feedback and training provided as needed, individually and/or with small groups focused on a specific need.
- Current curriculum maps will be scaffolded for pacing, student needs and student success as measured by assessment and classroom data.
- Weekly formative assessments will be implemented at the high school level in addition to a pre-test, midterm and post test, which currently exists.
- Need calendar incorporating all dates for professional development grade/department level meetings, vertical and horizontal data discussions, feedback sessions, reflection and review dates inclusive of discussions regarding research-based instructional techniques, problem- solving, observational monitoring and evaluating implementation of new frameworks, procedures and forms/checklists, assessment schedule, use of materials and resources .
- Need formal system evaluation and observation, such as iObservation, to track implementation of professional development training, deliverance of effective teaching and learning strategies and accountability for student proficiency levels and beyond. .
- More effectively align teaching calendar with the curriculum maps so that pacing provides for coverage of core learning in subject areas before on-going summative assessment and final assessments given by the state..
- Teachers and administrators need to attend ADE workshops, institutes, national professional conferences with a focus in reading, math, differentiated instruction, Marzano's Academic Vocabulary, coaching and formative and summative observational data collection
- Incentives and stipends need to be provided to instructional, coaching and administrative staff who impact student achievement with growth results of 25-30% in reading and math.
- System-wide change needs to occur at all levels with the creation, hiring and implementation of staff members that can more equitably distribute the workload so that consistent and continuous processes can be implemented efficiently effectively, and successfully. In other words, the gaps in communication, implementation accountability, monitoring and evaluating can be eliminated.
- *Instructional coaches, an assistant principal and LEA level administrators need to be hired to impact grant approval, implementation and monitoring and evaluation. *
- Support and assistance to the site leadership needs to focus on assisting, mentoring, coaching, building capacity for emergent, future leaders, monitoring, professional

development and documenting successes and areas to strengthen on a daily, on-going pace.

- Instructional coaches and assistant principal need to monitor the use of instructional pacing, curriculum maps, implementation of research-based effective teaching strategies, data and analysis, student achievement and teacher overall effectiveness. Job-embedded support needs to provide immediate feedback and support to the teaching staff.
- A formative evaluation, monitoring and summative evaluation process will be implemented to support the site administration in using their abilities to be instructional leaders on their respective campuses.
- Annual goals need to be identified by the deans that support instructional gains in student achievement and leadership gains. (All need to be measurable.)
- A monthly evaluation and monitoring process will be selected in May 2010 and implemented in July 2010. The LEA and deans will collaborate in this decision.
- The Director of School Improvement Turnaround will mentor, coach and monitor dean leadership and instructional qualities and performance on a weekly basis commencing July 2010. Documentation will be available to the Superintendent.
- Superintendent will meet twice a month with deans to progress monitor their leadership.
- Deans will be evaluated by Superintendent every two months.

Specific goals, measurable expectations and criteria will be established in June-July 2010 for the responsibilities and timelines, including the external consultants. Additional research to establish criteria emphasizing the key steps to selecting and managing contracts with external providers will be selected and decided at the Leadership Retreat (July 2010). Implementation of monitoring, etc. will begin in August 2010.

Practices that will be modified include a more explicit calendar being developed, implemented and monitored, more explicit monitoring procedures, timelines and checklist/evaluation/feedback forms to be implemented with additional staff hired to more evenly distribute tasks and responsibilities to ensure consistent and continuous follow through and completion of monitoring and evaluating all areas of the plan.

Gaps in quality will be eliminated with the team effort of everyone at every level with the assistance of ADE coaches and external consultants.

- Interim indicators of growth will be accumulated, disaggregated and analyzed by all stakeholders with the support of the new positions and external partners.
- Recruit ,interview and hire highly qualified staff during the summer month while school is on summer vacation. Insure the teacher or paraprofessional in motivated and capable to work effectively with our student population.
- Add additional positions to provide a more equitable, leveled work load for all three schools.
- Continue to spend resources to send dedicated, effective teachers to state and national conferences to gain and implement “cutting edge teaching skills. (SDE Differentiated Instruction., Singapore Math, NCTM, IRA, ASCD, NCTE, NSDC, NASSP , NAMSP National Social Studies and National Science and appropriate

technology conferences)

- Provide mentoring, new teacher training and summer opportunities for professional development.
- Provide stipends to staff who meet student achievement growth rates of 25-30% in reading and math.
- Leadership team retreat will provide the opportunity for stakeholders to reach a common understanding, establish a common vocabulary and maximize their time to collaborate with each other on the significance of this plan. Stakeholders will focus on 2010-2011, with will emphasis the development, and follow up years of 2011-2012, and 2012-2013., implementation, monitoring and evaluation of everything in this plan. A main purpose and vision of what all of the components of this plan will be established.

Curriculum map objectives are comprehensive and listed in random order, which is the format of the AZ State Standards. Reordering the objectives in a scaffolded pattern is necessary. This reordering project will provide scaffolded pacing guides which can be implemented, monitored and evaluated with fidelity by teachers, site administration and LEA. The reordering will be completed

Program pacing guides, program resources and training can be more effectively and efficiently provided and evaluated by the teaching staff, site administration and LEA because of the thorough and explicit design and training for implementation, using a systematic and systemic framework. Program reviews will be scheduled three times annually.

- Program materials, resources and training will be aligned and monitored on a weekly and monthly basis (by the deans) using lesson plans, observations, student data and instructional coaches.

Faculty and community input and feedback in the planning and monitoring stages will continue and increase in regularity and intensity.

New highly qualified and highly performing staff hired for 2009-2010 will be retained, with additional highly qualified and highly performing staff needing to be hired for 2010-2011. Continuing staff and new hires will exhibit a commitment to the LEA's grant plan and goals.

The LEA will coordinate and increase the focus and efforts to include representation stakeholder groups in order to maintain on-going from all restructuring and SIG grant implementation plans and to identify further improvement needs.

Contingency plans as alternatives to unexpected situations involving staffing and resources will be developed at the LEA Leadership Retreat in July 2010..

- Provide problem-solving training and collaboration opportunities to support a climate and culture for continuous improvement.

Increasing the use of data to drive decision-making at all levels of the organization (LEA level to classroom level) to meet student needs is critical, and on-going as a process. There will be opportunities to embed all staff in conversations from the LEA to the classroom level on weekly basis. Coaches, deans LEA and staff need to lead these efforts with individual and group discussions.

LEA and school goals will be established using all of the available data to drive professional development and increase student achievement based on their needs derived from the data. Grade level standards and student levels of performance are priorities.

Data conversations and training will occur daily with instructional coaches, weekly with the deans and monthly, or more, in collaborative professional development sessions.

- Grade level standards and student levels of performance
- LEA and administrators will influence teacher effectiveness with the implementation of daily, weekly and monthly observations, walk throughs, conferences and collaborations with teachers, coaches and other staff. Documentation will be recorded, compiled and reviewed on a monthly basis by all staff.
- Leaders will be expected to demonstrate a clear purpose, unwavering passion and powerful persistence to generate continuous improvement and an environment that leads everyone to success.
- Deans, LEA administrator, assistant principal and instructional coaches will receive training in iObservation techniques to focus on the implementation of a research-based framework of accountability for teacher performance and professional development implementation , use of data driven decision-making regarding academic achievement and teachers' growth through effective feedback and conferences.
- Collaborative planning by administrators and teachers to map out the curriculum, assessments and goals for the core subjects to insure students academic growth and mastery of the learning will continue until completed in 2010-2011.
- Lesson plans will continue to be collected and monitored weekly by site administrators and coaches, with feedback and training provided as needed, individually and/or with small groups focused on a specific need.
- Current curriculum maps will be scaffolded for pacing, student needs and student success as measured by assessment and classroom data.
- Weekly formative assessments will be implemented at the high school level in addition to a pre-test, midterm and post test, which currently exists.
- A calendar will be finalized and distributed in July 2010, incorporating all dates for professional development grade/department level meetings, vertical and horizontal data discussions, feedback sessions, reflection and review dates inclusive of discussions regarding research-based instructional techniques, problem- solving, observational monitoring and evaluating implementation of new frameworks, procedures and forms/checklists, assessment schedule, use of materials and resources .
- A formal system or evaluation and observation, such as iObservation, to track implementation of professional development training, deliverance of effective teaching and learning strategies and accountability for student proficiency levels and beyond. Will be fully implemented in 2010-2011 .
- Alignment of the teaching calendar with the curriculum maps so that pacing provides for coverage of core learning in subject areas before on-going summative assessment and final assessments given by the state will be completed and implemented in August 2010.
- Teachers and administrators will be attending ADE workshops, institutes, and national professional conferences with a focus in reading, math, differentiated instruction, Marzano's Academic Vocabulary, technology coaching and formative and summative observational data collection, and reading comprehension strategies. (SDE National Differentiated Instruction , NCTM, Singapore Math, IRA, NCTE, ASCD, NSDC, NAMSP, NASSP, selected and appropriate technology conferences, national social studies and national science conferences.)

- Incentives and stipends will be provided to instructional, coaching and administrative staff who impact student achievement with growth results of 25-30% in reading and math.
- System-wide change will occur at all levels with the creation, hiring and implementation of staff members that can more equitably distribute the workload so that consistent and continuous processes can be implemented efficiently effectively, and successfully. In other words, the gaps in communication, implementation accountability, monitoring and evaluating can be eliminated.
- *Instructional coaches, an assistant principal and LEA level administrators will be hired to impact grant approval, implementation and monitoring and evaluation. *
- Support and assistance to the site leadership will focus on assisting, mentoring, coaching, building capacity for emergent, future leaders, monitoring, professional development and documenting successes and areas to strengthen on a daily, on-going pace.
- Instructional coaches and assistant principal will monitor the use of instructional pacing, curriculum maps, implementation of research-based effective teaching strategies, data and analysis, student achievement and teacher overall effectiveness. Job-embedded support needs to provide immediate feedback and support to the teaching staff.
- A formative evaluation, monitoring and summative evaluation process will be implemented to support the site administration in using their abilities to be instructional leaders on their respective campuses.
- Annual goals will be identified by the deans that support instructional gains in student achievement and leadership gains. (All need to be measurable.)
- A monthly evaluation and monitoring process will be selected in May 2010 and implemented in July 2010. The LEA and deans will collaborate in this decision.
- The Director of School Improvement Turnaround will mentor, coach and monitor dean leadership and instructional qualities and performance on a weekly basis commencing July 2010. Documentation will be available to the Superintendent.
- Superintendent will meet twice a month with deans to progress monitor their leadership.
- Deans will be evaluated by Superintendent every two months.
- A formative evaluation, monitoring and summative evaluation process will be implemented to support the site administration in using their abilities to be instructional leaders on their respective campuses. See **Marzano Suite/iObservation attachment**.
- Annual goals will be identified by the teaching staff that support instructional percentage gains in student achievement in reading and mathematics and professional development growth in teacher effectiveness.. (All need to be growth in teacher effectiveness measurable.)
- The Director of School Improvement Turnaround will provide assistance, support and direction for the deans instructional coaches, teaching staff and support staff on a weekly documented basis, rather than an annual evaluation by deans and the Superintendent. **See Administrative monitoring forms and Marzano Suite/iObservation attachments.**
- The LEA will discuss and provide assistance and support at biweekly Leadership meetings to the deans to promote and follow through on back at the three schools.. The Superintendent will meet with the deans biweekly, also to provide feedback and direction, incentives and/or consequences commencing July 2010..
- Deans will observe all teaching staff 2-3 times weekly using the iObservation framework and resources selected with input from stakeholders: teachers, LEA staff and school board, and family members. There is no teachers' union involved with Omega Schools.) **See Marzano Suites/iObservation overview attachment.**
- Instructional coaches will observe teaching staff daily with weekly individual and group conferences and feedback sessions. Professional development will be provided

during the week as well as weekly at Friday professional development sessions.

- Feedback reports will be provided to all instructional staff weekly by the deans and coaches. **See Marzano Suite/iObservation attachments.** Portfolios of monitoring will be retained by the deans and coaches and professional development. Monthly performance conferences and reports should be completed by deans, coaches and instructional staff. Logs will be maintained by coaches and deans. **See Marzano Suites/iObservation overview attachment.**
- Deans will formally establish their annual goals as the instructional leader at the schools. These goals need to be specific and in addition to identified goals collaboratively established in the ASIP for each school. This process will be completed at the leadership retreat with support and assistance from the LEA and lead teachers, using collaboration.
- Teachers will establish annual goals, both instructional and for professional growth. These goals need to be reflected upon with the coaches and deans and in collaboration groups during on-going professional growth and development and data discussions. Implementation with fidelity should be an area of emphasis and monitoring.
- The staff member being evaluated will present documentation to the deans,, demonstrating the professional development strategies that have been implemented and the student achievement results that support successful teacher performance..
- Multiple sources of data used to evaluate Teacher effectiveness will be discussed using data resources, daily and weekly, between the instructional coaches and teaching staff. Deans will discuss and monitor with coaches weekly and teaching staff on a monthly basis. There is a need for teachers to interact with the data available to them on a daily and weekly basis. Some of the data Omega is using include: weekly lesson plans, classroom observation feedback/checklist forms, classroom walk through discussion follow-up, student portfolios and achievement data classroom and individual reports.
- Professional development training focusing on formative and summative assessments and instructional decision-making will be incorporated in to the teacher evaluation process using the iObservation framework and process. **See attached Marzano Suites/iObservation overview attachment.**
- iObservation, differentiated instruction, technology (continued use of software programs (**see attached software list**), “clickers implementation, extended breadth and depth of data analysis integration with all components of instructional decision-making,) , and Anita Archer’s REWARDS program /instructional training have been identified and selected by staff, site administration and LEA to be the professional development plan components for 2010-2013, Extending, expanding, revising, reflecting, monitoring and evaluating these components and their integration with each other will strengthen and increase the performances, learning and results of our teachers, administrators, students and parents

The turnaround model will be completed. Various strategies that will be addressed include:

- In addition to changing principals, an assistant principal will be assigned to share the workload and will be trained in leadership responsibilities for 2010-2011.
- New teachers who are highly qualified and SEI trained will be hired to fill vacancies (that resulted in terminating staff that were not highly qualified nor attained expected achievement results) July 1, 2010..
- Mathematics will drive high school scheduling for 2010-2011.
- “Double dip” electives in reading and mathematics will be required courses for students at Falls Far Below and Approaching levels.
- Instructional coaches and a data coach will monitor and assist/support teaching staff and administration in increasing the quality of teacher effectiveness on a weekly basis commencing August 2010.

- Curriculum maps that are already aligned to the AZ State Standards are being scaffolded to meet the students' academic needs.
- Professional development will be driven with the focus of teacher effectiveness growth in the areas of classroom management, student engagement, effective instructional strategies, differentiated instruction, academic vocabulary, technology, reading comprehension and ELL instruction.
- External technical assistance will include data and monitoring of this plan.
- Recruiting new students and families to enroll will continue to be a priority.

Follow up and extension of the elements of the transformational model will be continued, revised and evaluated.

See all components of plan narratives and attachments.

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 Omega Schools LEA or Charter Holder name Dr. Patricia Bassett 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.

Extending the period of availability of school improvement funds. School(s): School Improvement Year One/LaPuerta and Oasis; CA RP RI grant for Sturgeon MS 2009-2010_(March-September 2010)_____

“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:

<p>Dr. Patricia Bassett Dr. Ruth Barrett Roberta Dawson-Perry Linda Parson Mandy Metcalfe Elaine Penn Edwina Glick Carmen Gulley Jimmie Daniels Donna Parrish Geraldine Boss Doug Shouse</p>	<p>Mrs. Janice Ehrlich Dr. Michael Jones Dr. Clinton McJunkin Keturah Lee Michael Kenney Margaret Pizarro Linda McCool Darlene Stanley Betty Fields Kelly Taylor Marissa Kenney Jeff Waseman</p>	<p>Anita Hunt Emily Underdown James Nixon Mildred Williams Patricia Bratton Thomas Nelson Thomas Yake Raheem Jarbo Anna Mae Frosch Todd Millon Carl Blanding</p>
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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.