

Omega Schools
School Improvement Grant
Revisions Appendix
Thursday, June 10, 2010

Rubric : A. Analysis of School Needs

2. **Mission, vision statements** : Appendix, Section H, second to last page (See attachment.)
3. **Data analysis using multiple sources of data** (AIMS, MAP (Achievement Series data for Reading and Math), parent surveys, student surveys)
See attached Excel data grid.
4. **Data trends** 2007, 2008, 2009. See attached EXCEL data grid.
5. **Needs assessment (ASIP) classroom observations** conducted by deans. ADE/ASIP Coach conducted a site visit. See attached description narratives.
6. **Detailed descriptions of student learning** observed during walk throughs. See attached description narratives.

Rubric A: Standard 5: Resource Management

1. Established system for student-centered fiscal management that allows for prioritization of resources for school.

The LEA is committed to transforming , turning around and elevating prioritization efforts to reallocate resources to more effectively and efficiently impact student centered decision-making based on student needs. Specific attention to student centered data and the decisions that will drive increases in student achievement and success are a priority. Fiscal decisions will be based on multiple source student data. There will be an increased focus on the alignment of student data and achievement results with teacher performance and professional development data. Additional sources of data will be implemented, collected, compiled and analyzed. Current data indicates the need for core supplementary instructional materials and intervention materials. Thus, Reading, English, ELL and Math books/resources will be implemented, along with

academic vocabulary notebooks and REWARDS comprehension materials as intervention resources for instruction. An innovative, “out-of-the-box” after school program design will be fully implemented twice during the school year. Positions and materials are included in this plan.

New positions have been created at the LEA and school levels to balance tasks, responsibilities, and to extend the depth of assistance and support within the organization. The Director of Federal and State Projects position was created to support having one individual coordinate, write, implement, monitor and facilitate on-going evaluation of all of the grants.

The Director of School Improvement Turnaround position will provide the support and assistance to the deans, assistant principal, coaches, lead teachers and teaching staff to implement, monitor and evaluate all of the new and continuing frameworks, processes and procedures that will directly eliminate the communication gaps at all levels of the organization, increase teacher performance, and impact professional development decision-making. Documentation logs will be reviewed regularly with a consistent timeline of meetings, conferences and collaboration sessions being implemented into the school calendar. Professional development opportunities will be coordinated, facilitated, monitored and evaluated by staff with direct supervision provided by this director. The Director of School Improvement Turnaround will provide documentation of monitoring and evaluation conducted by the deans and coaches, and professional development information, to the LEA. This individual will directly supervise the coaches. ELL and state assessment (AIMS) will be components of additional responsibilities.

Secretary to the Directors position will provide the specific clerical support necessary for the two directors to fulfill their responsibilities in an effective and efficient manner.

2.0 FTE Instructional coaches’ and 1 FTE data coach positions will provide the instructional, data, reading and math assistance and support directly to the teaching staff and deans daily and weekly. Coaches will observe and provide modeling, resources and feedback to teachers individually and in small groups several times a week. Conferences and collaborations will be conducted weekly between the deans and coaches to directly focus on mentoring, coaching, monitoring and evaluating teaching staff, so that their instructional knowledge and performance levels will be raised to an increase in math and reading instruction to directly influence student proficiency in those areas.

Two “double dip” elective teaching staff positions will provide the students with additional instruction and practice to decrease the deficiencies they currently have, according to the data. (See data EXCEL attachments.) Students in the FFB and Approaching levels will participate in courses that focus on meeting the instructional needs they have in reading and/or math, as indicated in the achievement data of AIMS and Achievement Series (MAP). Increased academic interventions for the minority, disadvantaged, at-risk students will be implemented with higher fidelity.

One school secretary position will provide clerical support to the dean and assistant principal. Their duties will include reception/office greeting, other office duties such as answering the phone, directing calls and visitors, responding to school related questions and requests,

letter writing, newsletters, collecting lesson plans, filing tasks, memorandums, form development, written communications to the parents and community stakeholders, copying, etc.

Data entry clerk position is a critical position. It entails collecting data via data entry of weekly student/class responses for coursework, Xeroxing, coordinating, distributing, collecting and scanning materials so that cumulative/formative and summative data is prepared for results analysis and distribution to coaches, deans, teaching staff, and LEA. Filing and recording results for future reference is also important.

Attendance/behavior Interventionist positions provide the support and assistance to the deans, teaching staff, students and parents. They work with high needs students and families to increase their academic performance, improve their attendance and retention rate.

iObservation/Marzano Suites framework will be implemented, with training provided to all stakeholders. This professional development, teacher instructional performance tool will compact 41 teaching strategies in to a teaching staff's professional development plan that will support teacher and student learning growth consistently and continuously throughout the school year.

All fiscal, human and material resources will be integrated to maximize success of student achievement and student-centered learning. The above described prioritization of expenditures supports student centered decision-making that will ensure higher fidelity and documentation that tracks explicit interventions, consistent and continuous monitoring, increased communication and evaluation results.

2. Leverage all resources(**insert data findings student centered observations**)**

Resources will be leveraged to support and sustain improvement plans by using the fiscal resources listed: Title I, Title 3, IDEA, NSLP (Free and reduced lunch program), Compensatory Request Fund, which are already accessible. We will continue to use these existing grant funding sources, as well as solicit and apply for new and additional grants. These funds are to be used for: The LEA is committed to transforming , turning around and elevating prioritization efforts to reallocate resources to more effectively and efficiently impact student centered decision-making based on student needs. Specific attention to student centered data and the decisions that will drive increases in student achievement and success are a priority. Fiscal decisions will be based on multiple source student data. There will be an increased focus on the alignment of student data and achievement results with teacher performance and professional development data. Additional sources of data will be implemented, collected, compiled and analyzed. Current data indicates the need for core supplementary instructional materials and intervention materials. Thus, Reading, English, ELL and Math books/resources will be implemented, along with academic vocabulary notebooks and REWARDS comprehension materials as intervention resources for instruction. An innovative, "out-of-the-box" after school program design will be fully implemented twice during the school year. Positions and materials are included in this plan.

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C. Root Causes

1. Conclusions

2. Root causes identification

3. Practices contributing to a lack of student progress

Data, observations and findings indicate that a total teaching staff of highly qualified instructors is essential to raising teacher performance, student achievement and student-centered learning. Highly qualified teachers are recognized and documented to be highly qualified in their content area and teacher professional knowledge. Staff is being hired for the 2010-2011 that are highly qualified and SEI endorsed, due to the fact that our ELL population has scores that require our immediate and explicit attention and focus. In the past less than 25-75% of the staff were highly qualified. 100% highly qualified status is our goal. Having a complete staff of highly qualified individuals will raise our level of highly qualified status by 25%. Our intent is to raise graduation rates and reading/math proficiency scores and student learning levels by a minimum of 25%.

Attendance procedures and monitoring assignments/schedules have been restructured with an emphasis on increasing mentoring, monitoring, instruction, and family communication /intervention access, so that attendance accuracy and motivation to be in school daily is more completely and precisely measured. Additional staff positions and an increase in the development and implementation of a communication timeline calendar supports assisting individuals in being more efficient, effective and consistent with processes and procedures intended to raise expectations, results and monitoring successes.

The increase in the number of highly qualified teachers with energetic, motivational and high interest skills is expected to reduce the mobility concerns. Students who are motivated, interested and encouraged by staff to do well in school, will remain at school, increase their attendance records and recruit new students to our schools because of the challenging and successful environment they are provided daily. Monitoring parameters provide accurate accounting of our attendance and supports increasing our enrollment and ADM funding sources .

Formal monitoring and evaluation timelines, tools, processes and feedback opportunities are a requirement to eliminating systemic barriers. Increasing communication effectiveness will decrease and/or eliminate the gaps that have previously prevented us from being consistent and successful. When the communication barriers become non-existent the explicit focus will be addressing student-centered learning and not the negative root causes. Providing new positions will increase communication between levels, as well as, balance job duties and responsibilities so that specific delineations will be known and understood. Common vocabulary, visualizations and shared responsibility will increase the unity of purpose, commitment and results.

Previous teacher mobility and qualification status has been a concern in the past. There has been a lack of highly qualified staff at the high school level. Turbulent and chaotic situations the past three years produced an environment wherein substitute teaching staff revolved many times in each of the classes. Regularly assigned teachers quit or were terminated due to ineffective practices, personal reasons, and/or incompetence in providing instruction of content areas and AZ Standards. The lack of classroom management, student engagement and content focus created ineffective instruction, gaps in learning , low test scores and a decrease in attendance and enrollment.

Students enrolling have attendance issues, gaps in their school attendance and behavioral/discipline issues at their previous schools. There has been a significant decrease in discipline issues from the past two years until 2209-2010. Severity of discipline issues has declined. This is due to the increase in highly qualified staff being hired and more communication occurring at most levels. In 2010-2011, procedures, processes and personnel are in place to provide systemic and systematic changes that alleviate the concerns and gaps. Attendance/Behavior Interventionists' roles will include working more directly, consistently and continuously with specific tasks, reporting and monitoring measures in place.

Core supplementary resources are being ordered and implemented in 2010-11 to eliminate the lack of coordinated instructional materials in the current situation. Intervention resources (REWARDS and academic vocabulary journals) and professional development tools (iObservation) are

being implemented to support student-driven areas of concern, so that student achievement and learning will increase while the deficiency gaps narrow and/or are eliminated.

Efforts to increase enrollment and attendance are in place with action plans developed and driven by teaching staff, parents and community members involved in the Family Engagement grant and Title I to increase recruitment opportunities and distribution of information about the school and what it offers students before and during the school year.

The LEA is committed to transforming and turning around , using a restructuring process that fully supports student centered decision-making based on student needs. Specific attention to student centered data and the decisions that will drive increases in student achievement and success are a priority. Fiscal decisions will be based on multiple source student data. There will be an increased focus on the alignment of student data and achievement results with teacher performance and professional development data. Additional sources of data will be implemented, collected, compiled and analyzed. Current data indicates the need for core supplementary instructional materials and intervention materials. Thus, Reading, English, ELL and Math books/resources will be implemented, along with academic vocabulary notebooks and REWARDS comprehension materials as intervention resources for instruction. An innovative, “out-of-the-box” after school program design will be fully implemented twice during the school year. Positions and materials are included in this plan.

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Student centered decision-making that will ensure higher fidelity and documentation that tracks explicit interventions, consistent and continuous monitoring, increased communication and evaluation results in all of the areas mentioned in this section.

6. Detailed description of how student's learning needs will be improved by the model chosen

Students' learning needs are the targeted focus for improvement in all aspects of the Tier I SIG plan. The transformational model and elements of the turnaround and transformational model are a clear match for the LEA, LaPuerta, Sturgeon and Oasis. This plan details how the models will be completed. 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. Evidence of increased time on task, increased motivation, teacher support of student differences utilizing differentiated strategies, concepts, lessons and activities and effective instructional strategies promoting proficiency in academic vocabulary, REWARDS intervention strategies/resources, and math will be documented more thoroughly and continuously commencing 2010-2011.

- 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.

G. Sustainability Plans

1. Clear plan for sustaining funding

Hiring practices, professional development and other changes in policy/procedures is being created in order to change the culture of the school and organization. Stakeholders are being included at all levels. Current LEA and site positions are being reviewed, restructured and aligned with the purpose of promoting significant change with a focus on student-centered learning, teacher performance, professional development and elimination of communication gaps. Additional positions are being created: Director of State and Federal Projects, Director of School Improvement Turnaround, secretary to the directors, instructional/reading and math coaches, data coach, data clerk, assistant principal, 2 school secretaries, 2 Attendance/Behavior Interventionists, 2 elective "double dip" instructors in reading and math at each campus. Professional development aligned and driven by teacher performance and student achievement data will operate with Marzano's iObservation framework

and resources, utilizing deans, assistant principal, LEA, instructional coaches and teachers. Changes in policies and procedures include tightening up attendance procedures, parent/school communication and partnerships. This provides flexible opportunities to engage in creative and innovative programs and decisions.

Utilizing funding that is available annually through entitlements will continue and expand as varying and other grants become available. Funding will be monitored, revisited, reevaluated and revised to meet the annual needs of the students, families, teachers and LEA. Efforts to increase enrollment and thus, increase the ADM is always a focus at the forefront. Additional free services and professional development workshops offered by ADE will be incorporated in to our organization and culture of teaching and learning. “Teachers as trainers” and “train the trainer” models will be incorporated so that the capacity amongst staff will become stronger and deeper.

3. Five year plan outline

Although the SIG grant is a three year plan, it is important to plan ahead five years to ensure continuous and consistent progress towards meeting and extending the goals. Building capacity for learning and teaching is a process, that when done well, requires years of building, strengthening, revising and “notching’ up the expectations and goal results. Sustainability is necessary so that practices and beliefs can become inherent in everything done in the organization .When the norm is excellence, efforts will move in varying directions to nurture and strengthen the impact on students, families and teachers . Annual and regular monthly and weekly reviews over the years will provide the focus and persistence to constantly do better and create environments where our students will be successful and enriched with their educational experiences. Creating a strong culture that supports students can make significant differences in how our students mature and live in our communities as adults. Everything that is being developed and implemented this year will constantly and regularly, with systemic and systematic rigor, build capacity and sustainability.

Hiring practices, professional development and other changes in policy/procedures is being created in order to change the culture of the school and organization. Stakeholders are being included at all levels. Current LEA and site positions are being reviewed, restructured and aligned with the purpose of promoting significant change with a focus on student-centered learning, teacher performance, professional development and elimination of communication gaps. Additional positions are being created: Director of State and Federal Projects, Director of School Improvement Turnaround, secretary to the directors, instructional/reading and math coaches, data coach, data clerk, assistant principal, 2 school secretaries, 2 Attendance/Behavior Interventionists, 2 elective “double dip” instructors in reading and math at each campus. Professional development aligned and driven by teacher performance and student achievement data will operate with Marzano’s iObservation framework and resources, utilizing deans, assistant principal, LEA, instructional coaches and teachers. Changes in policies and procedures include tightening

up attendance procedures, parent/school communication and partnerships. This provides flexible opportunities to engage in creative and innovative programs and decisions.

Utilizing funding that is available annually through entitlements will continue and expand as varying and other grants become available. Funding will be monitored, revisited, reevaluated and revised to meet the annual needs of the students, families, teachers and LEA. Efforts to increase enrollment and thus, increase the ADM is always a focus at the forefront. Additional free services and professional development workshops offered by ADE will be incorporated in to our organization and culture of teaching and learning. “Teachers as trainers” and “train the trainer” models will be incorporated so that the capacity amongst staff will become stronger and deeper.

FINDINGS AND ANALYSIS

Omega Schools-La Puerta High School Data Findings and Analysis-SIG

| | Trends | Findings /Observations | Data Analysis |
|-----------------------------------|---|---|--|
| AIMS Reading | In 2007-08, 38% of the tenth graders met the proficiency level in reading. In 2008-09, 44% of the tenth graders met the proficiency level in reading. There was a 6% increase. The data for 2009-10 school has not been officially release. Unofficially, 2009-10 tenth graders scored at 63% proficiency level. | There has been a steady increase in the reading scores of tenth graders over the past three years | In the last two years there has been less turn over in the language arts staff. In addition, during the 2009-10 school year, we hired a Teach for America English teacher that taught mainly the tenth graders and did a very effective job. Instructional coaches will also increase our teacher’s effectiveness. |
| AIMS Math | In 2007-08, the tenth graders scored only 17% at the proficiency. In 2008-09, the tenth graders scored at the 33% proficiency level. The 2009-10 AIMS are not in yet. | During the 2007-08 and 2008-09, there was a 16% increase in the score. Although the scores remain below the 50% in math proficiency. | Staff turn-over and the low math skills of our at-risk high school students contribute to the low scores. Our students are highly mobile throughout their education and many miss mastering the basic math facts. Teachers seem to have more difficulty engaging students in the math due to the last of highly qualified math teachers. Instructional math coaches and tutors will increase our teachers' ability to engage our students in math. |
| Achievement Series Reading | Due to Omega's large Hispanic population and ELL students, mastery the English language in reading and writing continues to present barriers to academic achievement. When comparing 2008-09 to 2009-10 there is only slight difference in the scores. The overall class score average only 1% higher in 2008-09. | A higher reading/writing score of 1% in the 2008-09 over the 2009-10 school year indicate students made little or progress in mastery the states reading and language arts standards. | Due to large class size and and ineffective delivery of curriculum, lack of classroom management techniques, students made very little progress. Instructional coaches in the reading/language will improve our teachers effectiveness in having students mater the language arts programs. |

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| <p>Achievement Series Math</p> | <p>In 2007-08 Omega did not have a state adopted academic monitoring system in place. Historically La Puerta math scores have remain below the 30%, in regards to the proficiency level. La Puerta High School Math scores showed a slight improvement from 2008-09 to 2009-10. The average class score increased 4% on both the Pre Test and Post Test.</p> | <p>The 2007-08 school data remains consistently low due to various socioeconomic problems and the high transiency rate of our students. Scores in the various math classes did increase 10% to 15% throughout the school when you compare 2008-09 to 2009-10 school year.</p> | <p>There are several reasons for the slight increase in scores. During the 2008-09 school, La Puerta had four different math teachers. Three of the math teachers were terminated due to poor classroom management or ineffective delivery of the curriculum.</p> |
| <p>Parent Surveys</p> | <p>The parents of our high school students tend to less involved in their children education to due various factors. The parents maybe working an evening shift, feel uncomfortable because of the language barrier, or just simply avoiding negative new about their child. Less than 155 of our high school parents attend the mostly conferences.</p> | <p>High school parents of our vat-risk students have basically, for the most part, disengaged from the students' learning. Many have told the students, "It your life. You can miss it up or not." In addition, many of our parents work evening shift or have transportation problems getting to the conferences.</p> | <p>Our family engagement activity was a huge success in drawing families to the school to help beautify the campus. We need to find innovative ways to actively engage parents in the education of their children.</p> |
| <p>Student Surveys</p> | <p>Students responded mostly positive in regards to their response to the teachers. The students were 60% to 70% positive in the response in evaluating teachers.</p> | <p>As much as 30% to 40% of our students do not believe in the efficacy of their efforts and tend to avoid working hard to improve, according to the surveys conducted over the past several years.</p> | <p>Deficits in learning, social skills, language barriers and other environmental factors hinder our students learning and lower their self-esteem. Many students feel their teachers would rather not be in the classroom teaching them.</p> |

FINDINGS AND ANALYSIS

Omega Schools-Sturgeon Middle School Data Findings and Analysis-SIG

| | Trends | Findings /Observations | Data Analysis |
|-----------------------------------|---|---|--|
| AIMS Reading | In 2007-08, 38% of the tenth graders met the proficiency level in reading. In 2008-09, 44% of the tenth graders met the proficiency level in reading. There was a 6% increase. The data for 2009-10 school has not been officially released. Unofficially, 2009-10 tenth graders scored at 63% proficiency level. | There has been a steady increase in the reading scores of tenth graders over the past three years | In the last two years there has been less turn over in the language arts staff. In addition, during the 2009-10 schoolyear, we hired a Teach for America English teacher that taught mainly the tenth graders and did a very effective job. Instructional coaches will also increase our teachers 'effectiveness with daily support. |
| AIMS Math | In 2007-08, the tenth graders scored only 17% at the proficiency. In 2008-09, the tenth graders scored at the 33% proficiency level. The 2009-10 AIMS are not in yet. | During the 2007-08 and 2008-09, there was a 16% increase in the score. The scores remain below the 50% in math proficiency. | Staff turn-over and the low math skills of our at-risk high school students contribute to the low scores. Our students are highly mobile throughout their education and many miss mastering the basic math facts in earlier grades. Teachers seem to have more difficulty engaging students in math due to the lack of highly qualified math teachers. In instances where we have had highly qualified staff, their consistency in using effective instructional strategies was lacking and negatively impacted student learning. Instructional math coaches and elective instructors will increase our teachers' ability to engage our students in math and increase their performance. |
| Achievement Series Reading | Due to Omega's large Hispanic population and ELL students, mastery the English language in reading and writing continues to present barriers to academic achievement. When comparing 2008-09 to 2009-10 there is only slight difference in the scores. The overall class score average was only 1% higher in 2008-09. | A higher reading/writing score of 1% in the 2008-09 over the 2009-10 school year indicate students made little or progress in mastery the states reading and language arts standards. | Due to large class size and ineffective delivery of curriculum, alack of classroom management techniques was implemented. Students made very little progress. Instructional coaches in reading/math will improve our teachers' effectiveness in having students master the language arts program. |

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| <p>Achievement Series Math</p> | <p>In 2007-08, Omega did not have a state adopted academic monitoring system in place. Historically La Puerta math scores have remain below the 30%, in regards to proficiency levels. La Puerta High School Math scores showed a slight improvement from 2008-09 to 2009-10. The average class score increased 4% on both the Pre Test and Post Test.</p> | <p>The 2007-08 school data remains consistently low due to various socio-economic problems and the high transcient rate of our students. Scores in the various math classes did increase 10% to 15% throughout the school year.</p> | <p>There are several reasons for the slight increase in scores. During the 2008-09 school, La Puerta had four different math teachers. Three of the math teachers were terminated due to poor classroom management or ineffective delivery of the curriculum.</p> |
| <p>Parent Surveys</p> | <p>The parents of our high school students tend to be less involved in their children’s education due to various factors. The parents may be working an evening shift, feel uncomfortable because of the language barrier, or just simply avoid negative reports about their child. Less than 15% of our high school parents attend the parent conferences.</p> | <p>High school parents of our at-risk students have, for the most part, disengaged from the students' learning. Many have told the students, "It's your life. You can mess it up or not." In addition, many of our parents work evening shift or have transportation problems getting to the conferences.</p> | <p>Our family engagement activity was a huge success in drawing families to the school to help beautify the campus. We need to find and increase innovative ways to actively engage parents in the education of their children.</p> |
| <p>Student Surveys</p> | <p>Students responded mostly positive in regards to their response to the teachers. The students were 60% to 70% positive in the response in evaluating teachers.</p> | <p>As much as 30% to 40% of our students do not believe in the efficacy of their efforts and therefore, tend to avoid working hard to improve, according to the surveys conducted over the past several years.</p> | <p>Deficits in learning, social skills, language barriers and other environmental factors hinder our students learning and lower their self-esteem. Many students feel their teachers would rather not be in the classroom teaching them.</p> |

FINDINGS AND ANALYSIS

Omega Schools-Oasis HighSchoolData Findings and Analysis-SIG

| | Trends | Findings /Observations | Data Analysis |
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| AIMS Reading | There was an increase from 40% to 48% of students meeting the AIMS Reading from 07-08 to 08-09. Gains were made in each ethnic category (White +17%, Hispanic + 8%) with exception of Black -5%. (No ELL, SPED or Native Americans were represented in this group.) | Students were complacent with their testing behaviors during the test session. Although teachers encouraged the students to do well and provided them with practice and guidance leading up to the test, in general, it was observed that students continued to take the test taking process lightly and not apply testing tips, monitor their time wisely or in some cases, just randomly mark answers without completely reading the passages. | The behavior noted in various walkthroughs indicated the following: Approximately 15-20% of the students had to be constantly monitored to remain on task, complete assignments and were encouraged to revisit test materials to double check answers throughout the monitoring cycle in the classroom. |
| AIMS Math | There was a significant increase from 35% to 50% of students meeting the AIMS Math from 07-08 to 08-09. Gains were made in each ethnic category (White +15%, Hispanic + 7%, ELL +25%). (No SPED or Native American students were represented during these years. The data for black students is non-applicable because the black students registered in 07-08-which scored 20% cannot be compared due to zero black students tested in 08-09.) | Oasis hired a highly qualified high school math teacher in 08-09 that had good instructional delivery techniques as well as a math tutor that worked with students throughout the day, as well as during the extended day. The students also had state tutorial services and approximately 75% of the students participated in the additional academic service programs, compared to approximately 55% participation in 07-08. This had a significant impact on the AIMS test scores in 08-09. | Many of our students forget their basic math facts due to summer learning loss. Teachers seem to have more difficulty engaging students in higher level math standards at the beginning of the year. Instructional math coaches and elective instructors have and will continue to increase our teachers' ability to engage our students towards mastery in obtaining higher level math standards and passing or exceeding the AIMS. Teacher performance will increase with continuous and frequent feedback from the deans and coaches. |

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| <p>Achievement Series Reading (Benchmark Testing)</p> | <p>The Standardized Achievement Series used for (Monitoring Achievement Progress) MAP was not in place for 07-08. The overall reading score for Oasis decreased by 2% for 09-10 (40%) year compared to 08-09 (42%).</p> | <p>The testing process was streamlined for the 09-10 year, therefore the overall average was lower due to one set of 12th grade testing scores on 1/25/10-just 11 instructional days after the Christmas Break (Holiday Learning Loss- equaled 16 days)-students were restless and intrinsic motivational levels were low. 17% of the students are SPED students who have difficulties in the reading comprehension and vocabulary areas and score significantly low.</p> | <p>The students express the "one more test" negative attitude throughout any reading test. In general, they tend to avoid reading and often just select an answer although the teacher encourages them to strive for the best. We found that the teacher is the key to ensure the student does his / her personal best. The teacher must remain positive about the testing cycle, celebrating successes and benchmark accomplishments set by the class as a team. They must encourage struggling students to seek assistance and higher achievers to offer assistance and to celebrate everyone and not just their own personal goal. Conferencing with students daily through a career education course that was created to take place during the last hour of the day. Character First is taught during the first period of the day. It has made an increasing positive impact on the students towards setting and reaching goals.</p> |
| <p>Achievement Series Math (Benchmark Teasing)</p> | <p>The Standardized Achievement Series (Monitoring Achievement Progress) MAP program was not in place for 07-08. The student's test scores increased significantly from 29% to 36% as an average for the year. The increase was 16%. The students began the year at 32% and progressed to scoring 41% by the end of the year according to the AIMS practice test (pre, mid and post) data. The overall increase was 9% for the year.</p> | <p>Throughout our testing history, 17%-20% of the students are SPED students who have difficulties in the math content area and score significantly low consistently.</p> | <p>The behavior noted in various walkthroughs indicated the following: According to our pretests, students began the year deficient, scoring in the 35th percentile in knowing basic operations and number sense. Teachers had to re-teach and provide enrichment for the deficiencies. The data strongly indicates that the students are posturing and are continuing to have difficulties in applying their knowledge of the standards during the AIMS. The teachers were weak in their delivery and did not consistently make sure each student mastered math skills that would be a prerequisite to mastering the math standards.</p> |

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| <p>Parent Surveys</p> | <ul style="list-style-type: none"> • 81% of the parents surveyed are satisfied with the quality of the teachers: in how they address their issues and concerns, treat them as team players and adapt their teaching methods to meet the needs of their children. • 71% of the parents felt that the school is available to answer and communicate in a variety of ways with parents, providing regular student academic progress feedback, providing specific choices to accommodate student needs and providing them with the assistance they need in order to play an active role in their child’s education. • 73% of the parents felt like they were encouraged to participate in the decision making process and school improvement efforts. The administration consistently informs them of their procedural safeguards and their cultural heritage is respected. • 80% of the parents surveyed cited grades and academic achievement as their biggest concern and that they would like to see their child reach their annual yearly goal. | <p>Oasis High school parents are comfortable with their children attending our schools. They expressed a need to become more involved and those that do, are consistent. Approximately 32% of our parents consistently attend the monthly parent teacher conferences.</p> <p>An additional 30% of the parents attend periodically, due to the fact that they have children who are continuing students and that they are comfortable with our educational system as well as having a sense of feeling that their child is in "safe" hands throughout the day.</p> <p>There is a tremendous amount of trust that the parents have in the teachers to treat their child fairly. Although this is excellent to have, it hinders the level of consistent parent participation that we desire. We can safely state that 100% of our parents will come or assist with major and mini projects, programs and in the classroom if asked. We know from our data that parents need to have incentives too. We showed increases when we asked for assistance with our prom, musicals, award and student driven programs.</p> | <ul style="list-style-type: none"> • Overall, according to the yearly state question that is required to be asked by every school; 64% of the parents surveyed thought Oasis High School’s ability to provide excellent or good quality education was positive for his/her child. (This is the lowest score indicated by the data collected from the parents for the 07-08, 08-09 ad 09-10 academic years.) We found this percentage to be a little troubling, due to the fact that the parents that consistently attend conferences and are involved with the school and campus on a daily, weekly and or monthly basis have consistently provided the teachers with a higher amount of positive percentages throughout the year. We know that we must find a way to actively inform, involve and engage all parents to the point where they can, without hesitation, communicate the programs, goals and vision of the school and district. NO PARENT SHOULD BE LEFT BEHIND! |
| <p>Student Surveys</p> | <ul style="list-style-type: none"> · On the average, 80% of the students feel like the teachers liked them, responded to their needs/ concerns and worked with them to accomplish their goals according to their specific needs. • On the average, 82% of the students felt like their teachers liked teaching and enjoyed working with them as a student and believed in them • On the average, 84% of the students felt like their teachers treated them fairly as individuals. | <p>Teachers added an AIMS Boot Camp class to the rotational, departmentalized, daily schedule. This had a positive impact on the students. The camp reinforced the seriousness of the AIMS and the students responded by attending regularly, asking more questions and completing assignments.</p> | <p>We know that we must continue to keep students motivated using innovative programs and techniques. This program made the greatest impact on the students during the year. The teachers who were in involved with this project received higher positive percentage points during the Boot camp program according to the student surveys.</p> |

Needs Assessment Summary of Teacher of Observations – La Puerta 2008-2009

During the walk-through and teacher observations there were several problems noted on a regular basis with several of the teachers who were terminated or chose to move on. In the classroom during the observations students tend to be on task and fairly well behaved. A major problem was the accountability for student work. Teachers had difficulty keeping up with the grading of students' assignments, providing constructive feedback and holding students accountable for completing the work.

Class management was often at the basic level of competency for the majority of the first year teachers. Many of the teachers were first year teachers and not highly qualified as a teacher. Many teachers who were highly qualified did not exhibit the understanding, desire or use of effective teaching strategies. The deans often did not establish consistent and continuous routines of walk throughs, observations and feedback sessions due to their workload being extended to too many tasks due to low numbers of employees in the staffing pool. Often teachers struggled to deliver the lesson in a motivating manner. At-risk, disadvantaged students who had not attended school or who were forced to return to school by the courts, often had issues with adults in authority and didn't easily conform to the school or classroom rules. The screening process for admitting students was somewhat lacking and new, disruptive students could easily prevent learning from taking place when there was only one adult in the room.

New teachers lacked the experience to effectively handle disruptions or prevent them from happening entirely. Often, class time was devoted to dealing with a few students at the expense of an entire class of students. Over the course of days, months and an entire year, valuable teaching time was lost. Teaching a class of twenty-five reluctant learners is a daunting task for even the most experienced educator. Instructional coaches and double-dip tutors should provide effective intervention and strategies to help the teachers and students succeed.

Due to my extensive list of duties and responsibilities on both the Northern and McDowell school sites, I was not able to complete all of the assignments in the most effective and efficient manner. When situations came up that took priority over teacher observations, the observations and conferences were delayed. Timely feedback was then not given to the teachers when I was not on the McDowell School Campus. Timely constructive criticism, feedback and modeling are critical for new teachers to improve.

In conclusion, the implementation of the transformation and turn-around models for school improvement will eliminate the conditions that previously interfered with Omega being an efficient and effective school for our learning community of students, parents and teachers.

Needs Assessment Summary of Teacher of Observations – Sturgeon Middle School 2008-2009

During the walk-through and teacher observations there were several problems noted on a regular basis with several of the teachers who were terminated or chose to move on. In the classroom during the observations students tend to be on task and fairly well behaved. A major problem was the accountability for students' work. Teachers had difficulty keeping up with the grading of students' assignments, providing constructive feedback and holding students accountable for completing the work.

Class management was often at the basic level of competency for the majority of the first year teachers. Many of the teachers were first year teachers and not highly qualified as a teacher. Often teachers struggled to deliver the lesson in a motivating manner. At-risk, disadvantaged students who have not attended school or who were forced to return to school by the courts often had issues with adults in authority and didn't easily conform to the school or classroom rules. The screening process for admitting new students was somewhat lacking and new disruptive students easily prevented learning from taking place when there was only one adult in the room.

New teachers lack the experience to effectively handle disruptions or prevent them from happening entirely. Often, class time was devoted to dealing with a few students at the expense of an entire class of students. Over the course of days, months and an entire year, valuable teaching time was lost. Teaching a class of twenty-five reluctant learners is a daunting task for even the most experienced educator. Many of the new teachers at Sturgeon Middle School quit in the middle of the school. Sturgeon then had to rely on substitute teachers for the remainder of the school year. Ineffective new teachers and substitute teachers created an environment of low morale and academic achievement. Instructional coaches and double-dip elective instructors should provide effective intervention and strategies to help these students succeed academically.

Due to my extensive list of duties and responsibilities on both the Northern and McDowell school sites, I was not able to complete all of the assignments in the most effective and efficient manner. When situations came up that took priority over teacher observations, the observations and conferences were delayed. Feedback was then not given to the teachers in a timely manner when I was not on the McDowell School Campus. Timely constructive criticism, feedback and modeling are critical for new teachers to improve.

In conclusion, the implementation of the transformation and turn-around models for school improvement will eliminate the conditions that interfere with Omega being an effective school for our learning community of students, parents and teachers.

Narrative Summary of Teacher of Observation-Oasis High School 2008-2009

During the walk-through and teacher observations there were several problems noted on a regular basis with several of the teachers who were terminated or chose to move on. In the classroom during the observations students tend to be on task and fairly well behaved. A major problem was the accountability for student work. Teachers had difficulty keeping up with the grading of students' assignments, providing constructive feedback and holding students accountable for completing the work.

Class management was often at the basic level of competency for the majority of the first year teachers. Many of the teachers were first year teachers and not highly qualified as a teacher. Highly qualified teachers did not regularly engage students with effective teaching and learning strategies. Often teachers struggled to deliver the lesson in a motivating manner. At-risk, disadvantaged students who have not attended school or who were forced to return to school by the courts often had issues with adults in authority and didn't easily conform to the school or classroom rules. The screening process for admitting students was somewhat lacking and disruptive students could easily prevent learning from taking place when there was only one adult in the room.

New teachers lack the experience to effectively handle disruptions or prevent them from happening entirely. Often, class time was devoted to dealing with a few students at the expense of an entire class of students. Over the course of days, months and an entire year, valuable teaching time was lost. Teaching a class of twenty-five reluctant learners is a daunting task for even the most experienced educator. Instructional coaches and double-dip tutors should provide effective intervention and strategies to help these students succeed academically.

Due to my extensive list of duties and responsibilities on both the Northern and McDowell school sites, I was not able to complete all of the assignments in the most effective and efficient manner. When situations came up that took priority over teacher observations, the observations and conferences were delayed. Feedback was then not given to the teachers in a timely manner when I was not on the McDowell School Campus. Timely constructive criticism, feedback and modeling are critical for new teachers to improve.

In conclusion, the implementation of the transformation and turn-around models for school improvement will eliminate the conditions that interfere with Omega being an effective school for our learning community of students, parents and teachers.

