

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: Peach Springs Unified School District	NCES ID# 0406120	CTDS#08020800	Entity ID005566
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School Board President _____ **Date** _____

Superintendent Signature _____ **Date** _____

Federal Program Director Signature _____ **Date** _____

Arizona Department of Education

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

DIRECTIONS: There are 3 STEPS to this application process:

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

IDENTIFICATION OF SCHOOLS

School Name	NCES ID#	CTDS#	Entity ID#	Tier I	Tier II	Tier III
Peach Springs School	00502	008020800	005566	X		

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

A. LEA'S ANALYSIS OF SCHOOL'S NEEDS

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

Where are we now?

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

- Provide a detailed 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.

Detailed Description of Location Characteristics

Peach Springs Unified School District has served the families and students of the Hualapai Reservation since 1956. The school district is located on the Hualapai Reservation along US Route 66, approximately midway between the towns of Seligman and Kingman in remote Northwest Arizona. Peach Springs is located one mile from the south rim of the Grand Canyon. The residents drive 55 miles to Kingman, Arizona for groceries, retail shopping, entertainment, health care services and other support services.

Detailed Description of Demographic Information

The current enrollment of the Hualapai Tribe is approximately 2,153.

The school district includes one K-5 elementary school and one 6-8 middle school housed in the same building. The one high school building is currently vacant; however the district has plans to re-open the high school to sustain the efforts initiated K-8, as a part of the SIG process. The district leases the building to the Hualapai Tribe to pay the state for funds misappropriated by the previous Superintendent. The current K-8 enrollment is 191 students; 146 students in K-5 and 45 students in 6-8. The ethnic break down in K-5 is 145 Native American students and one Hispanic student. There are 44 Native American students and 1 Hispanic student in the Middle School.

Peach Springs Unified School District was designated Corrective Action under NCLB, and Failing under AZLearns. During the 2009-2010 SY the district was supported by a Turnaround Mentor Principal, an Arizona Turnaround Coach (ATC) and an Instructional Coach.

The following are community and family demographics, as indicated by school and community records:

- 100% of Peach Springs Students receive free or reduced lunch.

- Pre-tax median annual income of Peach Springs families is \$19,125. (Mental Health Department Records)
- High School graduation rate in Peach Springs is 35%. (Hualapai Regional Partnership Council “First Things First” report data)
- 41% of Peach Springs School students do not live with a biological parent. (Current school records statistics)
- 67% of Peach Springs School students have had, or currently have, one or both parents incarcerated due to domestic violence, or abuse of drugs or alcohol. (Current school records statistics).
- 90% of school age children are exposed to drug or alcohol use 2 -3 times per week .(Juvenile Probation Department statistics)
- 25 % of K-5 students receive Title I services.
- 14% of students in K-8 receive Special Education services.

Size and Composition of Staff

The teaching staff at Peach Springs School includes 8 regular education teachers for grades K-5 and 3 regular education teachers for grades 6-8. The remaining teaching staff includes one physical education teacher, one art teacher, one special education teacher, all of whom serve grades K-8, and one Title I reading teacher who serves grades K-5. Four paraprofessionals serve grades K-3 and one paraprofessional serves special education students.

Community Involvement and Parent Engagement

The Hualapai Tribe, the District Governing Board, the School Staff, and the Family Involvement Action Team (FIAT) are committed and dedicated to providing students with the knowledge and life skills they will need to contribute positively to modern society. The tribal community supports the school mission to help each child develop the capacity to become a well-adjusted, contributory member of society. Partnerships include:

- Boys and Girls Club: “Power Hour” to help students with homework.
- Hualapai Judicial System: Pays for a full-time School Resource Officer (SRO), Probation Officers
- Mental Health Department: The district currently has two part-time counselors working with our students. The district is in the process of negotiating with the Mental Health Department for a full-time on-site counselor for the 2010-2011 SY.
- Family Involvement Action Team (FIAT) is a group of committed parents and staff members that supports the school mission statement. During the 2009-2010 SY, this group meets monthly to plan family events. During the 2009-2010 SY, this group held a Story and Stargazing Night, a Family Math Night, an Arts and Crafts Night, a Movie and Popcorn Night, a Board Game Night and a McDonald’s Night.

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.

The climate, culture, values and beliefs that are part of Peach Springs USD have been determined by a data review process undertaken by the School Improvement Team members during the process of completing this application for the School Improvement Grant. Data analysis included surveys and interviews with stakeholders, review of statement of beliefs from District policy, review of the needs assessment completed by the State Solutions Team during the previous school year, and information from the Arizona School Improvement Plan (ASIP).

Currently, the mission of the District is three-fold:

- 1) Provide comprehensive, success-oriented learning activities for young people in our school.
- 2) Ensure that these opportunities are designed to develop the person's potential in the areas of academic ability and vocational awareness, cultural appreciation, physical wellbeing, social development and community contribution.
- 3) Enable teachers to do their best as we believe teachers are the foundation of a strong educational system.

The beliefs of the District are outlined below:

Students

We believe:

- In the dignity and worth of each individual.
- In the need to develop in all students the ability to make wise choices and to form independent judgments.
- In the importance of experiences at school that are valuable and designed to help prepare the child for a worthwhile future.
- In the need to help each child to develop the capacity to become a well adjusted, contributory member of society.
- In the need to help each child to learn to live satisfactorily within the community, the school and the world.
- In the importance of and encouragement of the involvement of parents in the education of their children.

Teachers

We believe:

- Teachers are the foundation of a strong educational system.
- Teachers will maintain high expectations for themselves and their students.
- Teachers should serve as positive role models for students.
- Teachers will actively seek parent support and involvement.

Principals

We believe:

- A principal is the instructional leader of the school.
- A principal is the facilitator for a positive learning environment.
- A principal actively seeks parent support and involvement.
- A principal serves as a liaison between school and community.
- A principal maintains high expectations for students and staff members.

Governing Board

We believe:

- Students are the number-one priority.
- The Board conveys the educational needs and desires of the community to the District and establishes policies accordingly.
- The Board maintains high expectations for the District and themselves in working toward excellence.

Superintendent

We believe:

- The Superintendent is the leader, implementer, and facilitator of a successful school district.
- The Superintendent promotes and upholds the positive educational climate of the School District.

Management Principles

We believe:

- In human beings as the single most important element in all transactions.
- In behaving with uncompromising honesty and integrity.
- In challenging people to experience their full potential so each individual contributes to educational excellence.
- In reaching quality decisions through the involvement people.
- In establishing priorities that respond to the needs of our students, staff members, and community, and serve as the driving force behind all of our actions.
- In focusing on excellence in everything we do.

Strengths and Challenges

The district has faced many challenges over the past few years, including systemic barriers and the lack of consistent leadership during the past decade. Four superintendents and four principals filled district and site leadership positions over the past 10 years. The result has been reluctance by staff to embrace past change initiatives. The district will benefit through the SIG process by the addition of a site leadership committed to staying the course as we begin implementation of the “Transformation Model.” Teachers and teacher leaders will benefit from the SIG application process through additional research-based professional growth opportunities.

Implementation of the District’s mission has been complicated by significant financial issues. Peach Springs USD is in Receivership. Current district leadership has corrected the grievous fiduciary errors made by those previously involved, and the primary focus has been on implementing aggressive financial reform, with school improvement procedures and processes only newly begun in the last two years. Currently leadership acknowledges the need, and has planned for, a renewed emphasis on school improvement issues in the 2010-2011 SY as the number one priority.

Limited resources have also complicated implementation of the Mission of Peach Springs USD by its teachers, and the school has not fully implemented the academic resources for Science, Social Studies and Writing. In certain cases, despite continuous effort to adopt new curriculum, some courses do not have fully developed and implemented curriculum aligned to the state academic standards. The school also has an inadequate supply of library books with current literature and expository text. Upon reviewing the materials, the school has limited resources for research, no

computer lab, and enrichment opportunities have been implemented inconsistently across all grades.

During the 2009-2010 SY, a Turnaround Team was identified, and participation in the school improvement process is building morale at the site. The District has consulted with experts in the educational field including Arizona Department of Education Mentor Principal, an Arizona Turnaround Coach (ATC), and an Instructional Coach, as well as outside experts Ann Baldwin, LLC, and Lauren Gundrum from Learning Keys, LLC.

Successes of the District during 2009-2010 SY include:

- Implementation of job-embedded professional development.
- Establishing a system of data collection that includes trend data walks, a system support program that tracks trends and measures the success of professional development and goals.
- The District has begun use of a Classroom Observation Protocol, an instrument for collecting formative classroom and teacher data intended for coaching and feedback for teachers.
- DIBELS (Dynamic Indicators of Basic Literacy Skills), Quick Phonics Screeners, and Mountain Math for benchmark assessments, diagnosis and progress monitoring are now in place.
- Galileo has also been purchased and will be in place for fall to progress monitor standards-based learning in all grades K – 8.

Other successes this year include the growth of teachers' knowledge and understanding of teaching to the Arizona academic standards, and the use of student-friendly objectives aligned to the standards. Professional development days are scheduled in early June to complete the Reading Instructional Alignment and Pacing Guide (IAPG) and refine the existing Math IAPG.

A.3 How are our students doing?

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

Based on the analysis of multiple data points (AIMS, DIBELS, Walkthrough Data, Solutions Team Reports, staff and student surveys and formative assessments), the following conclusions have been drawn. Based on the AIMS data, Peach Springs students “fall far below” the state average in reading and math in all grades. Trend data collections show that teachers are primarily using lower level critical thinking strategies.

We then placed the AIMS results into the “Key Targets for Curriculum and Instruction” rubric provided to us by Learning Keys, LLC, to arrive at the following consensus. We have determined that there is a strong need to complete the process of developing Instructional Alignment and Pacing Guides (IAPGs) with both horizontal and vertical alignment in all academic domains, beginning with reading and math. This will ensure that our students receive a viable, rigorous, and relevant curriculum. The relevance and rigor enables students to fully integrate knowledge so that they are able to think in complex ways, solve pertinent problems, as well as create new and unique ideas and solutions for use in the real world. Therefore, we have committed additional professional development days to address curriculum in June and July 2010. A week long professional development led by Learning Keys, LLC will occur to develop the IAPGs for math and reading. Continuing through the 2010-2011 SY and summer of 2011, IAPGs will be created for writing, science and social studies in that order.

The second area of need is to vary instructional strategies so that learning experiences are aligned to the level of thinking that the standard demands. Research supports the assertion that skills and strategies must be explicitly and systematically taught. Explicit instruction, often called direct instruction, refers to an instructional practice that carefully constructs interactions between students and their teacher. Teachers clearly state a teaching objective and follow a defined instructional sequence. They assess how much students already know on the subject and tailor subsequent instruction, based upon that initial evaluation of student

skills. Students move through the curriculum, both individually and in groups, repeatedly practicing skills at a pace determined by the teacher’s understanding of student needs and progress (Swanson, 2001). Explicit instruction has been found to be especially successful when a child has problems with a specific or isolated skill (Kroesbergen & Van Luit, 2003).

In addition, the use of multisensory instruction has been found to be very effective for all students and specifically for students who might find reading, writing or mathematics to be a difficult skill to learn. First, it helps get the information across. Second, it helps the students process the information. And third, it helps students retrieve information already learned. The principles of multisensory instruction include visual, auditory, and kinesthetic/tactile input; that are proven to be systematic, cumulative, and direct; and that the teaching be related to the student's level of understanding. (Birsh 2005) The introduction of research-based instructional strategies began in the 2009-2010 SY by the Arizona Turnaround Coach and the Turnaround Mentor Principal. However, the success for implementation was placed on the tenacity of the teacher to apply the strategies provided during professional development. In the 2010-2011 SY, teachers will be required to use instructional strategies proven to increase the rigor of “effective instruction.” Teachers will be supported in the implementation process through job-embedded professional development provided by the two instructional coaches.

Following are samplings of our data points, see the appendix for complete graphs

1) AIMS Spring 2009

AIMS grades 3-8 data results show the majority of our students fall into the “Approaches” or “Falls Far Below” categories:

	Reading Approaches or FFB	Math Approaches or FFB
Gr. 3	71%	72%
Gr. 4 th	85%	80%
Gr. 5 th	100%	100%
Gr. 6 th	100%	84%
Gr. 7 th	56%	57%
Gr. 8 th	43%	72%

2) DIBELS Spring 2010 Benchmark Results

Based on the Summary of Effectiveness report, we can determine how effective classroom instruction was by counting the number of students that moved out of the intensive and strategic categories. Following is a summary of the results, with complete data charts provided in the appendix.

- Gr. K Instructional effectiveness, 92%; with 17 students at benchmark, 6 students strategic, 4 students intensive
- Gr. 1 Instructional effectiveness, 27.5%; with 2 students at benchmark, 2 students strategic, 18 students intensive
- Gr. 2 Instructional effectiveness, 18.1%; with 1 student at benchmark, 0 students strategic, 14 students intensive
- Gr. 3 Instructional effectiveness, 83.4 %; with 14 students at benchmark, 3 students strategic, 3 students intensive
- Gr. 4 Instructional effectiveness, 45%: with 4 students at benchmark, 3 students at strategic, 3 students at intensive
- Gr. 5 Instructional effectiveness, 33.3% with 4 students at benchmark, 3 students at strategic, 4 students at intensive
- Gr. 6 Instructional effectiveness, 0%, with 0 students at benchmark, 0 students at strategic, 7 students at intensive

Strengths: Progress monitoring was put into place consistently in Kinder, 2nd grade, and 3rd grade this year. Teachers met to analyze data with the coach and implemented strategies needed to bring up student achievement. Teachers are seeing student progress and are now on board to implement tiered interventions next year.

Weakness: Students are low in reading, making it difficult for them to access grade level materials. The school does not have a system in place to analyze the curriculum and make adjustments quickly. Attitudes toward data have been complacent rather than proactive in making adjustments to instruction to meet the needs of the children. Alternative Core Programs need to be purchased to provide Tier III interventions.

In April 2010, a survey to determine the culture of the school was administered to students in grades 4-8. The results are as follows:

- “I feel close to people at this school” 70% agree
- “If feel like I am part of this school” 67% agree
- “Teachers treat me fairly.” 32% agree
- “I help make decisions in the classroom.” 25% agree
- “I am involved in sports, clubs, hobbies, church or tribal activities” 36% agree
- “I do things that make a difference” 40% agree
- “Other students have spread mean rumors or lies about me.” 55% agree
- “I feel safe at school.” 50% agree

Our students indicate an overall lack of involvement in the school community, and personal safety is a concern for many of our students. The survey results indicate a need for improved relationships between students and teachers, as well as increased student participation in their own education.

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

School Improvement Grant			
BASELINE DATA (To be submitted with SIG LEA Application)			
An SEA must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the SEA need report only the identity of the school and the intervention taken-- <u>i.e.</u> , 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)	Turnaround	Turnaround	Turnaround
AYP status	Underperforming	Underperforming	Underperforming
Which AYP targets the school met and missed	No Data	Missed all targets	Missed all targets
School improvement status	SIY1	SIY2	Corrective Action
Number of minutes within the school year	K- 46,200 1-3 53,400 4-8 64,080	K- 46,200 1-3- 53,400 4-8 64,080	K 46,200 1-3 53,400 4-8 64,080

STUDENT OUTCOME/ACADEMIC PROGRESS DATA

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

3rd Grade Reading				
	2007	2008	2009	State 2009
Exceeds	0	0	0	14
Meets	18	15	29	58
Approaches	0	70	57	22
Falls Far Below	9	15	14	6

4th Grade Reading				
	2007	2008	2009	State 2009
Exceeds	0	0	0	12
Meets	29	10	15	60
Approaches	52	60	60	19
Falls Far Below	19	30	25	8

5th Grade Reading				
	2007	2008	2009	State 2009
Exceeds	0	0	0	11
Meets	53	27	0	62
Approaches	37	53	64	18
Falls Far Below	11	20	36	8

6th Grade Reading				
	2007	2008	2009	State 2009
Exceeds	0	0	0	6
Meets	42	37	44	65
Approaches	42	53	50	21
Falls Far Below	17	11	6	9

7th Grade Reading				
	2007	2008	2009	State 2009
Exceeds	0	0	0	8
Meets	32	30	44	65
Approaches	52	10	31	20
Falls Far Below	16	60	25	8

3rd Grade Math				
	2007	2008	2009	State 2009
Exceeds	0	0	0	20
Meets	0	20	29	52
Approaches	64	45	43	18
Falls Far Below	36	35	29	9

4th Grade Math				
	2007	2008	2009	State 2009
Exceeds	0	0	0	28
Meets	15	10	20	46
Approaches	40	40	25	16
Falls Far Below	45	50	55	10

5th Grade Math				
	2007	2008	2009	State 2009
Exceeds	0	0	0	23
Meets	42	23	0	49
Approaches	42	23	50	18
Falls Far Below	16	54	50	10

6th Grade Math				
	2007	2008	2009	State 2009
Exceeds	0	0	6	21
Meets	9	47	11	47
Approaches	36	37	28	16
Falls Far Below	55	16	56	16

7th Grade Math				
	2007	2008	2009	State 2009
Exceeds	0	0	0	19
Meets	28	20	44	54
Approaches	40	10	19	15
Falls Far Below	32	70	38	11

8th Grade Reading				
	2007	2008	2009	State 2009
Exceeds	0	0	0	9
Meets	38	23	57	60
Approaches	63	54	43	21
Falls Far Below	0	23	0	10

8th Grade Math				
	2007	2008	2009	State 2009
Exceeds	0	0	0	15
Meets	31	8	29	28
Approaches	19	38	29	19
Falls Far Below	50	54	43	17

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

2009 SY Proficiency Assessments by Subgroups							
	3 rd Grade Reading			3 rd Grade Math			
Students tested	Exceed	Meet	Mean	Exceed	Meet	Mean	
Females 8	0	25	394.6	0	13	393.6	
Males 6	0	33	428.5	0	50	419.3	
Special Ed 0	0	0	0	0	0	0	
Title I 14	0	29	409.1	0	29	404.6	
	4th Grade Reading			4th Grade Math			
Females 11	0	11	424.2	0	18	412.1	
Males 9	0	18	420.3	0	22	421.1	
Special Ed 4	0	0	401	0	0	389.3	
Title I 0	0	0	0	0	0	0	

5 th Grade Reading				5 th Grade Math			
Females	7	0	0	443	0	0	440.1
Males	7	0	0	427	0	0	428.4
Special Ed	2	0	0	407.5	0	0	394.5
Title I	9	0	0	435	0	0	442.4
	6 th Grade Reading				6 th Grade Math		
Females	12	0	58	474.6	8	17	473.1
Males	5	0	20	462.4	0	0	450.6
Special Ed	0	0	0	0	0	0	0
Title I	0	0	0	0	0	0	0
	7 th Grade Reading				7 th Grade Math		
Females	5	0	40	470.2	0	45	504.6
Males	11	0	45	475.7	0	40	508
Special Ed	4	0	0	437.3	0	0	451.5
Title I	0	0	0	0	0	0	0
	8 th Grade Reading				8 th Grade Math		
Females	4	0	75	519.5	0	25	521.8
Males	3	0	33	484.3	0	33	511
Special Ed	0	0	100	0	0	0	0
Title I	2	0	0	514.5	0	50	548.5

2008 SY Proficiency Assessments by Subgroups

	3rd Grade Reading			3rd Grade Math			
	Exceeds	Meet	Mean	Exceeds	Meets	Mean	St. tested
Females		22	386.8	0	33	394.3	9
Males	0	9	413.2	0	9	403	11
Special Ed	0	0	451.5	0	0	382.5	4
Title I	0	100	383	0	100	440	2
	4th Grade Reading			4th Grade Math			
Females	0	20	424.2	0	20	416.9	5
Males	0	0	420.3	0	0	411.4	5
Special Ed	0	0	401	0	0	389.5	2
Title I	0	0	0	0	0	0	0
	5th Grade Reading			5th Grade Math			
Females	4	50	461.9	0	29	444.5	7
Males	0	0	430.1	0	17	460.3	8
Special Ed	0	0	0	0	0	0	0
Title I	0	0	0	0	0	0	0
	6th Grade Reading			6th Grade Math			
Females	0	45	471.8	8	38	482.4	8
Males	0	35	473.8	0	55	497.6	12
Special Ed	0	0	437.5	0	0	463	3
Title I	0	0	0	0	50	0	0
	7th Grade Reading			7th Grade Math			
Females	3	75	490.5	2	50	505.5	4
Males	0	0	427.8	0	0	457	6
Special Ed	0	0	373	0	0	435	1

Title I	0	0	0	0	0	0	0
	8th Grade Reading			8th Grade Math			
Females	4	50	513	1	13	507.5	8
Males	0	0	473.2	0	0	491.3	4
Special Ed	0	100	0	0		0	0
Title I	0	0	0	0		0	0

2007 SY Proficiency Assessments by Subgroups							
	3rd Grade Reading			3rd Grade Math			St. Tested
	Exceed	Meet	Mean	Exceed	Meet	Mean	
Females	0	17	412.2	0	0	387	6
Males	0	20	397.8	0	0	384.6	5
Special Ed	0	0	420	0	0	396	1
Title I	0	0	0	0	0	0	0
	4th Grade Reading			4th Grade Math			St. Tested
	Exceed	Meet	Mean	Exceed	Meet	Mean	
Females	0	50	415.6	0	25	418	14
Males	0	0	443.2	0	0	417.3	9
Special Ed	0	20	413.8	0	0	408.3	0
Title I	0	0	0	0	0	0	0
	5th Grade Reading			5th Grade Math			St. Tested
	Exceed	Meet	Mean	Exceed	Meet	Mean	
Females	0	38	460.4	0	25	463.8	8
Males	0	64	477	0	55	481.5	11
Special Ed	0	33	453.3	0	33	463.3	6
Title I	0	0	0	0	0	0	0
	6th Grade Reading			6th Grade Math			St. Tested
	Exceed	Meet	Mean	Exceed	Meet	Mean	
Females	0	58	474.6	0	11	467.3	2
Males	0	20	462.4	0	0	431.5	9

Special Ed	0	0	0	0	0	419	1
Title I	0	0	0	0	0	0	0
	7th Grade Reading			7th Grade Math			
Females	0	46	495	0	46	514.5	13
Males	0	18	466.3	0	9	487.3	11
Special Ed	0	0	441	0	0	459.3	3
Title I	0	0	0	0	0	0	0
	8th Grade Reading			8th Grade Math			
Females	0	44	504.6	0	44	517.3	9
Males	0	29	484.6	0	14	502.4	7
Special Ed	0	25	476.8	0	0	487	4
Title I	0	0	0	0	0	0	0

Percentage of limited English proficient students who attain English language proficiency	0% English Language Learners	0% English Language Learners	0% English Language Learners
Graduation rate	Not applicable	Not applicable	Not applicable
Dropout rate	Not applicable	Not applicable	Not applicable
Student attendance rate	88%	89%	91%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	Not applicable	Not applicable	Not applicable
College enrollment rates	Not applicable	Not applicable	Not applicable
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	No data	798	316
Truants	No data	44	42
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system	No data	No data	No data
Teacher attendance rate	No data	79%	80%

B. DESCRIPTION OF LEA'S CAPACITY

B1.a How effective are our processes?

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

Behavior for successful restructuring of persistently low achieving schools	What are the strengths? What is in place?	What are the weaknesses? What needs to be put in place?	What changes will be made to address the weaknesses and improve on the strengths?
<p>Standard 1: Leadership Systems</p>	<p>The current administrator has an astute focus on and understanding of finances.</p> <p>Our current Superintendent is resigning June 30, 2010, and the district is committed to hiring a high-performing leader to lead the district into the next phase of school improvement.</p> <p>A Turnaround Mentor Principal was assigned to the school for the 2009/2010 SY to assist with and monitor changes in culture, policies and processes.</p> <p>The mentor principal and the two instructional coaches have been addressing the site needs based on the Arizona School Improvement Plan and Solution Teams Statement of Findings, ongoing data walks to</p>	<p>Although the present administrator has an astute focus on finances, the district in need of a strong instructional leader.</p> <p>The challenge for a new leader will be to build relational capacity skills, training to develop high performing staff, and creating an intentional, transformational culture.</p> <p>A leader with curriculum and instruction priorities will be necessary to promote a system of collaboration to foster, "Shared Leadership," such as a Site Leadership Team (SLT) and Professional Learning Communities (PLCs).</p> <p>A Transformation Consultant needs to be hired to direct the process of implementation of the</p>	<p>Superintendent/Principal has been hired to focus on implementing dramatic changes in district structures in order to build a culture of communication, collaboration and high expectations.</p> <p>Structural Changes in Shared Leadership:</p> <p>A Transformation Team will be established. A Transformation Consultant will be hired to direct the process of implementation of the Transformation Model. A Curriculum Development Coach, a Data Coach/Interventionist and a Behavior Coach will be hired as part of the Transformation Team.</p> <p>A Site Leadership Team (SLT) will be established no later than the week of July 29, 2010. The SLT will</p>

	<p>collect trend data, and classroom observations for coaching to track progress toward set goals and to determine next steps.</p>	<p>Transformation Model.</p> <p>No Site Leadership Team (SLT) has been in place to regularly and sufficiently monitor and adjust the Arizona School Improvement Plan (ASIP), or to address the Solutions Teams Statement of Findings.</p> <p>The SLT needs to be put into place at the beginning of the 2010-2011 school year.</p>	<p>consist of Superintendent/Principal, three Instructional Coaches, Behavior Coach, Transformation Consultant, and teacher leaders representing grades K-2, 3-5 and 6-8.</p> <p>The SLT will meet a minimum of twice monthly during Year 1 to:</p> <ul style="list-style-type: none"> • Establish school-wide communication processes. • Revise the vision, mission and goals of the school to be adopted by the governing board and shared with all stakeholders. • Review the Arizona School Improvement Plan (ASIP) and Statement of Findings from Solution Team. Monitor ASIP for implementation of goals. Revise ASIP as appropriate. Provide support to staff in the implementation of the ASIP. • Analyze school data to determine school-wide and grade level achievement and learning targets/goals. • Monitor fidelity of standards-based curriculum and
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			<p>instruction implementation.</p> <p>In addition to implementing the SLT meetings, the Superintendent/Principal will require that grade level teams meet with their representative monthly.</p> <p>Superintendent/Principal and the Transformation Consultant will direct and assess the implementation of the Transformation Process and effective instruction.</p> <p>2) Superintendent/Principal and Transformation Consultant will ensure implementation of the components of Arizona's RTI Plan:</p> <ul style="list-style-type: none"> • Three-tiered model • Data Screening • Data decision points for whole class and individual student interventions. • Team process for helping students who fall below the decision points or established benchmarks. • Scientifically-based
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			<p>interventions with at-risk students.</p> <ul style="list-style-type: none"> • Support for the general education teacher. • Systems of checking the integrity (quality) of the intervention delivery. • Parent involvement at each tier. • Behavior system (PBIS) • Grade Level Cadres will meet with instructional coaches weekly for lesson planning and data analysis. • Systems Cadres will be put in place to ensure shared leadership and sustainability. <p>Culture:</p> <p>Through systematic collaboration and improved communication, the SLT will establish a culture of data-driven decision making at all levels.</p> <ul style="list-style-type: none"> • Grade levels will meet with instructional coaches or site leadership weekly to analyze
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			<p>and interpret data collected.</p> <ul style="list-style-type: none"> • Data will drive instructional decision-making. <p>A problem-solving process will be put into place as outlined by RTI and supported to build a sustainable assessment system.</p> <p>Process:</p> <p>A system of monitoring student progress will be in place using DIBELS in all classrooms K-5; TOWRE will be used 6-8th.</p> <p>Galileo Benchmark Assessments have been purchased and will be implemented in fall.</p> <p>DIBELS, TOWRE and Galileo Assessments will serve to track and provide us with reports to track student progress.</p> <p>Unit tests</p> <p>Data Analysis</p> <p>Policy Changes:</p> <p>The SIG will allow us to put into to place the following:</p> <p>A financial incentive (a substantial</p>
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			<p>stipend) will be added to a teacher’s contract for accepting a position in a Tier I school and added professional development days.</p> <p>A financial incentive (stipend) will be paid to teachers who assume leadership responsibility for processes implemented in the Transformation Model.</p> <p>A new Board-approved Teacher Evaluation Instrument will be adopted and implemented for the 2010-2011 SY. The development of the teacher evaluation instrument was a team effort, and is based on the work of Charlotte Danielson. The effect of the new evaluation instrument will be to measure standards-based effective instruction as outlined by the Transformation Model. Multiple sources of data will support the formal evaluation process:</p> <ul style="list-style-type: none"> • Formal classroom observations • Classroom walkthroughs to ensure the fidelity of implementation
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			<ul style="list-style-type: none"> • Lesson plans • Formative and summative student achievement data <p>An Administrative Evaluation Instrument will be developed for implementation in 2011-2012 SY.</p> <p>Professional Development Plan:</p> <p>Two Fridays each month will be set aside for professional development to ensure the elements of effective instruction are implemented.</p> <p>Summer Academies for Teachers are planned for the next three summers. Academies will focus on development of Instructional Alignment and Pacing Guides (IAPGs).</p> <p>AZ RTI Positive Behavior Intervention System (PBIS)</p> <p>Ongoing professional development of Galileo will occur throughout the school year.</p> <p>Professional development will be provided to familiarize teachers and administrators with the components and rubric of the new Teacher</p>
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			Evaluation Instrument.
Administrators are chosen for getting results, influencing others and willingness to change.	The current superintendent has an astute understanding of and focus on finances to address the critical financial needs of the district.	Peach Springs acknowledges the need for developing a system of identifying high performing leaders.	<p>Upon hiring new Superintendent/Principal, the District will implement leadership training to ensure a smooth transition and keep current on the Transformation Model.</p> <p>The district will enter into a contractual agreement with a leadership development and training company to:</p> <ul style="list-style-type: none"> • provide the administrator with knowledge and skill sets that are data driven • provide insight to personal and system constraints, with practical applications that will effect systemic change, • help the participant to establish a successful academic and social environment for all students.
District has a comprehensive plan for recruiting and retaining highly effective teachers and leaders.	<p>All teachers hired to the district must be highly qualified.</p> <p>The district recognizes the need for effective recruitment procedures for both teachers and administrators as</p>	<p>The district recognizes the need for a system-wide tool for identifying highly qualified, high-performing teachers and leaders.</p> <p>The district acknowledges the need</p>	<p>Changes to recruitment practices:</p> <p>A Hiring Cadre will be formed to take an active role in the recruitment and retention of teachers and</p>

	<p>well as for evaluating staff once hired.</p> <p>Reduced-cost teacher housing is available as an additional financial incentive.</p> <p>A district van is available to transport teachers to and from Kingman.</p> <p>Performance-based pay is awarded to teachers whose students reach benchmark goals.</p>	<p>for leadership professional development.</p> <p>A national recruitment effort is needed along with a competitive incentive package that attracts and retains quality personnel.</p>	<p>leaders.</p> <p>The Hiring Cadre will attend job fairs around the state and interstate as needed to attract highly qualified candidates.</p> <p>The Hiring Cadre will advertise on national web recruiting sites, state employment sites, university sites and in professional journals.</p> <p>Retention Incentives:</p> <p>Pre-service induction program.</p> <p>Formal and informal observation with feedback.</p> <p>On-going professional development tiered for teacher needs based on trend data collected.</p> <p>Staff surveys will be administered regularly to gather information on the culture and climate.</p> <p>Financial Incentives:</p> <p>A financial incentive (a substantial stipend) will be added to a teacher's contract for accepting a position in a Tier I school and added days for professional development.</p>
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		<p>A financial incentive (stipend) will be paid to teacher leaders who choose to assume roles of responsibility in the implementation of the Transformation Process.</p> <p>Reduced-cost teacher housing is provided, as an additional financial incentive.</p> <p>A van is provided for staff to drive from Kingman.</p> <p>An SUV is provided for the Superintendent and staff to drive from Kingman.</p> <p>Performance-based pay is awarded to teachers whose students reach benchmark goals.</p> <p>System Incentives:</p> <p>Job-embedded professional development and mentoring will continue to be provided by instructional coaches.</p> <p>Outside experts will continue to be brought in to provide on-going opportunities for professional development and growth.</p> <p>Teachers will participate in professional learning communities</p>
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			<p>(PLCs) to collaborate on the various components of the Transformation Process, thus providing opportunities for shared leadership.</p> <p>The District will work with outside experts who will assist us in:</p> <ul style="list-style-type: none">• Relational capacity and developing trust• Strategic planning, developing Pro-social and Leadership Skills,• Giving and receiving feedback, effective communication skills• Effective conflict resolution skills, and creating a social contract• Human Performance Factors• Creating School Culture for Student Success• Hiring Skills, System and Operation Design Factors, recognizing and overcoming system and operational constraints, while supporting the current process of Data
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			Walks
<p>There is a process to evaluate principals' abilities to demonstrate behavioral competencies of instructional leadership</p>	<p>The district recognizes the need for processes and procedures that evaluate principal abilities in various areas including instructional leadership. A team has begun working on the creation of an administrative evaluation instrument and rubric.</p>	<p>There is currently no process in place to evaluate Superintendent/Principal's abilities to demonstrate behavioral competency of instructional leadership.</p>	<p>Completion of an administrative evaluation instrument and rubric will be accomplished during the 2010-2011 SY.</p> <p>Training and system-wide strategies by outside experts will be provided accomplish the following:</p> <ul style="list-style-type: none"> • The Site Leadership will have the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success. • The Site Leadership will have an understanding of standards-based systems theory and design, and the ability to transfer the knowledge to the leader's job as the architect of standards-based reform in the school. • The Site Leadership will have the ability to access and use appropriate data to inform decision-making at

			all levels of the system.
The LEA aligns personnel evaluations to effective instructional performance.	<p>The District acknowledges the need for an evaluation instrument tied to the Arizona Standards for Teachers. A team of teachers have been working on the creation of a Teacher Evaluation Instrument and Rubric directly tied to these standards.</p>	<p>Data sources needed to be used are the following,</p> <ul style="list-style-type: none"> • lesson plans, • classroom observations, • classroom walk-through, • self-assessments, • student achievement data • student work-sample review 	<p>A new Board-approved Teacher Evaluation Instrument will be adopted and implemented for the 2010-2011 SY. The development of the Teacher Evaluation Instrument was a team effort, and is based on the work of Charlotte Danielson. The effect of the new evaluation instrument will be to measure standards-based effective instruction as outlined by the Transformation Model. Multiple sources of data will support the formal evaluation process:</p> <ul style="list-style-type: none"> • Formal classroom observations • Classroom walkthroughs to ensure the fidelity of implementation • Lesson plans • Formative and summative student achievement data

<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>Not Applicable</p>	<p>Not Applicable</p>	<p>Not Applicable</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>As a result of the district’s corrective action status, the school has developed its Arizona school Improvement Plan. The ASIP is monitored monthly and goals are developed based on trend data collected from classroom data walks and from student achievement data. This information and progress toward goals is regularly reported to ADE by the Turnaround Mentor Principal, the site leader and the instructional coaches.</p>	<p>District acknowledges the need for SLT monitoring of ASIP implementation, revision and progress toward goals.</p> <p>The District acknowledges the need for implementation of an Intervention model.</p> <p>The District acknowledges the need for a school improvement model to be implemented.</p>	<p>SLT will begin revising the Arizona School Improvement Plan (ASIP), set goals based on the plan, monitor the implementation of the ASIP and revise the ASIP through out the year as necessary.</p> <ul style="list-style-type: none"> • The revision process will begin in August 2010 • The SLT will meet monthly to discuss ASIP goals and progress. <p>The SLT will implement AZ RTI model including Tier II and Tier III interventions.</p> <ul style="list-style-type: none"> • The SLT will begin implementation of AZ RTI training in August of 2010 • Benchmark testing will be completed in August-December-May.

			<ul style="list-style-type: none"> • Progress monitoring will occur: Monthly - benchmark students, Bi-weekly - strategic students, Weekly - intensive students <p>Discipline Cadre has recommended adoption of the PBSI model for the 2010-2011 SY. Training of staff will begin in the summer of 2010, based on SIG funding. PBIS will be implemented August 2010.</p> <p>The Discipline Cadre will meet regularly to monitor implementation of PBIS, and adjust as appropriate.</p>
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	<p>New core Reading and Math programs were adopted and utilized during the 2009-2010 SY.</p> <p>During the 2009-2010 SY, data walks were implemented to monitor</p>	<p>Teachers are just becoming comfortable using the new core Reading and Math curriculum materials.</p> <p>There are currently no instructional</p>	<p>Curriculum Decisions:</p> <p>During Summer 2010, outside experts will facilitate the process for teachers to develop Reading and Math Instructional</p>

<p>show measurable learning results</p>	<p>curriculum and instruction and collect trend data.</p> <p>During the 2009-2010 SY, DIBELS data has been collected, displayed and used to drive data talks between teachers and coaches. The purpose of data talks is to facilitate and evaluate implementation of core curriculum and targeted interventions. K-3 teachers have begun to progress monitor bi-weekly for intensive and strategic students, and monthly for benchmark students. Setting target goals, and to make data based decisions in reading.</p> <p>During the 2009-2010 SY, an ATC and an Instructional Coach provided job-embedded professional development to ensure the implementation of research-based instructional strategies, including:</p> <ul style="list-style-type: none"> • Direct, explicit, systematic instruction • Tier I small group instruction for differentiation • Vocabulary Routines • Retell Fluency with a written component for response to reading. • Phonics routines 	<p>alignment and pacing guides in place, aligned to the new core curriculum adoptions.</p> <p>There have been no current adoptions for Social Studies or Science for the 2009-2010 SY.</p> <p>Peach Springs acknowledges need for curriculum that is aligned to the Arizona Academic Standards for each grade level, a process for monitoring implementation at school level. Additionally, the newly hired site leadership and new staff will need to be trained in this protocol.</p> <p>Implementation of researched-based instructional strategies has been inconsistent due to implementation not being made mandatory.</p>	<p>Alignment and Pacing Guides (IAPGs). During this process, teachers will identify gaps, redundancies and misalignments in curriculum and instructional programs. This will ensure that aligned and viable curriculum is used as the primary planning tool for instruction with the end goal being to significantly raise levels of student achievement.</p> <p>Teachers will receive new core Social Studies and Science materials during the 2010-2011 SY. IAPGs for Science and Social Studies will be developed during the summer of 2011 for implementation during the 2011-2012 SY.</p> <p>Revisions to all IAPGs will be ongoing.</p> <p>Instructional Practices:</p> <p>A Curriculum Development Coach and a Data Coach/Interventionist will use an observation protocol to observe weekly and monitor the effectiveness of instruction with feedback to teachers.</p> <p>Based on data collected from</p>
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	<ul style="list-style-type: none"> • Student engagement strategies 		<p>classroom walkthroughs, student achievement data and lesson plans, monitoring and feedback by coaches will include:</p> <ul style="list-style-type: none"> • Effective use of research-based instructional strategies that impact learning. • Implementation of professional development. • Implementation of the core curriculum materials with fidelity, and the IAPGs. • Effective implementation of whole group instruction, differentiated small group instruction, and intense targeted interventions for students who fall below standards. • Effective use of data to make instructional decisions. <p>Professional Learning Community conversations will focus on:</p> <ul style="list-style-type: none"> • Data-driven decision-making process. • Systemic changes will be
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			<p>made to increase student achievement.</p> <ul style="list-style-type: none"> • Research-based effective instructional strategies <p>Additional time has been embedded for PLC collaboration.</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>	<p>Our professional development plan included an ATC and an Instructional Coach, who provided embedded professional development during the work day. The Needs Assessment process included:</p> <ul style="list-style-type: none"> • Classroom visits (minimum of two per classroom) • Analysis of State Required Student Test Scores • Analysis of Teacher Questionnaires based on Curriculum, Instructional and Assessment practices 	<p>We did not have a defined plan for the 2010-2011 school year. We need to put a schedule in place with specific targeted goals.</p>	<p>Solution Team recommendations have been analyzed and targets for implementation along with suggested time frames have been established.</p> <p>These recommendations can be used to develop district and campus action plans to direct the instructional work ahead.</p> <p>The district/campus report includes findings and recommendations in the following areas:</p>

	<ul style="list-style-type: none"> • Analysis of professional development for a 2 year period • Administrator interviews based on Curriculum, Instructional and Assessment practices <p>Outside experts, instructional coaches and Mentor Principal have provided professional development and support that helped to establish a system of data collection that includes:</p> <ul style="list-style-type: none"> • Trend Data Walks for the administrator to track implementation of goals set with staff • Objectives aligned to standards to track trends and measure the success of professional development and goals. • Protocol for formative assessment for coaching and feedback to teachers • Progress monitoring tools to analyze data • Coaches then follow up with the staff on a weekly basis. 		<ul style="list-style-type: none"> • Curriculum and Planning • Instruction and Assessment • Analysis of State Required Student Standardized Test Scores • Analysis of Classroom Instruction Time (optional) <p>A proposed professional development plan follows:</p> <p>Summer Academies will include:</p> <p>IAPGs will be completed for Reading and Math in Summer of 2010.</p> <p>Outside experts will facilitate this process over a three year period to ensure alignment horizontally and vertically with the standards in all subject areas.</p> <p>AZ RTI: Academic and Behavioral System of Support training will be provided by the ADE team to work with Peach Springs Staff on implementation that includes;</p> <p>Positive Behavior Intervention and Support (PBIS), includes:</p> <p>Primary PBIS Prevention Stage</p>
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			<p>Secondary PBIS Prevention Stage</p> <p>Tertiary PBIS Prevention Stage</p> <p>Academics: Levels of Student Support</p> <p>Tier I: Universal</p> <p>Tier II: Targeted Interventions</p> <p>Tier III: Intensive Interventions</p> <p>Assessments</p> <p>Data-Based Decision Making</p> <p>Researched-Based Instructional Strategies will be implemented in every classroom to ensure that the attributes of effective instruction are used.</p> <p>In order to accomplish all that needs to be put into place, two Fridays each month will be required of teachers for professional development and/or team planning. A stipend will be added to teacher salary to compensate for the additional days.</p>
<p>The LEA has negotiated the necessary changes in collective bargaining agreements to provide</p>	<p>Not applicable - The collective bargaining process does not exist.</p>	<p>Not applicable</p>	<p>Not applicable</p>

<p>the LEA/principals with greater control over hiring, placement, and retention of staff.</p>			
<p>The LEA has a strong teacher evaluation process in place that provides for removing ineffective teachers who aren't committed to the Transformation Process.</p>	<p>A team process was utilized to create a new Teacher Evaluation Instrument. The development of this instrument was a team effort and is based on the work of Charlotte Danielson.</p> <p>This instrument includes well-defined indicators and rubrics for the domains of planning and preparation; classroom environment, instruction, and professional practice.</p>	<p>There has been no effective teacher evaluation instrument in place for the 2009-2010 SY.</p> <p>There has been no effective system in place for removing ineffective teachers who are not committed to school improvement.</p>	<p>A new Board approved Teacher Evaluation Instrument will be adopted and implemented for the 2010-2011 SY. The affect of the new evaluation instrument will be to measure standards-based effective instruction as outlined by the Transformation Process.</p> <p>Coaches will be assigned to work intensively with teachers whose formal and informal observations, lesson plans and student data indicate a need for improvement.</p> <p>Inability to respond to coaching and professional development as documented by formal and informal observations, lesson plans and student data will be reflected on the Teacher Evaluation Instrument, and the teacher will be placed on a formal improvement plan.</p> <p>Teachers who have not made necessary improvements as outlined in their improvement plan will be</p>

			subject to removal.
<p>The LEA has a systematic process for measuring quality instruction and student engagement including walkthrough procedures</p>	<p>The district recognizes the need for a well-defined process for monitoring and evaluating the effectiveness of instruction, including use of research-based strategies, implementation fidelity, adjustments based on data and impact of learning. Initial training of instructional coaches in Data Walks occurred in 2009-10 SY.</p> <p>ATC and Mentor Principal began the process of formative observations utilizing the Teach for Success (T4S) Classroom Observation Protocol.</p> <p>K -8 teachers received training on the T4S indicators.</p> <p>During the 2009-2010 SY, some professional development was provided on:</p> <ul style="list-style-type: none"> • Student-friendly learning objectives • Student engagement strategies. • Attributes of effective 	<p>The classroom walkthrough observation protocol was not implemented with fidelity. Feedback to teachers was not given consistently. Calibration between observers was inconsistent.</p> <p>Additional PD is needed on student-friendly learning objectives, effective student engagement strategies and attributes of effective instruction, with monitoring and coaching.</p>	<p>New Superintendent/Principal and any coaches new to the site will receive training in use of Data Walks and classroom observation walkthrough protocol to assist in the collection, compilation, and disaggregation of data to effectively guide them toward solutions for school improvement:</p> <ul style="list-style-type: none"> • Research-based and needs-driven solutions. • Practice and reflect on the process of conducting school-wide classroom visits. • How to monitor curriculum and instruction to increase student learning by using focused and efficient process to visit classrooms. <p>Data Walks are a focused process that include:</p> <ul style="list-style-type: none"> • A brief three-four minute visit in classrooms • A way to collect school-

	instruction		<p>wide trend data throughout the day during prime instructional time</p> <ul style="list-style-type: none"> • Focused on curriculum and instructional practices • Focused on data that drives decisions regarding school improvement and professional development • Focused on professional growth and increased student learning <p>Data Walks will:</p> <ul style="list-style-type: none"> • Increase Superintendent/Principal visibility • Provide real-time classroom data to drive decisions • Provide information for school improvement purposes • Elicit patterns and trends across grade levels and departments • Decrease discipline referrals • Increase student learning
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			<p>Data Walks center on the following guiding questions:</p> <ul style="list-style-type: none"> • Is the learning objective posted and aligned to the state standards? • What is the level of thinking (rigor) of the students? • What measurement used to assess learning? • What is the engagement level of the classroom authentic or compliant? • What research-based instructional strategies are evident? • Does the environment contribute to student learning? <p>Quality instruction and student engagement are key practices to ensure student achievement. Professional Development will focus on the design and delivery of engaging lessons.</p> <p>Through this training,</p> <ul style="list-style-type: none"> • Components of lesson design
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			<p>are now developed in the preparation of lesson delivery.</p> <ul style="list-style-type: none"> • Returning teachers will refine their practice and new staff will learn how to take the quality lesson they have prepared through the Design Framework and plan how to effectively deliver/teach the lesson in a way that maximizes students' understanding and long term retention of learning. • Teachers will learn the high yield strategies that will maximize student achievement. <p>Participants will become experts in the area of:</p> <ul style="list-style-type: none"> • Analyzing walkthrough data and its connections to student engagement. • Utilizing the 10 qualities of school work when designing a lesson that addresses grade-level standards and that will provide more opportunity for students to be engaged in their learning.
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			<ul style="list-style-type: none"> • Identify the five levels of student engagement and how the levels impact student retention of academic learning. • Use a Lesson Design Framework to determine how to deliver lessons that promote student learning. • Identify and apply research-based instructional strategies that guide classroom practice and maximize student achievement.
<p>The LEA has a systematic process enabling teachers to collaborate during the work day to use data to improve instruction.</p>	<p>The ATC and Instructional Coach set up a schedule to meet with teachers during prep times or after school to analyze data and to plan for instruction.</p> <p>Vertical collaboration between grade levels is beginning to occur.</p>	<p>Currently little to no time is available for collaboration during the work day. The little time that has been dedicated to this does not focus on data to improve instruction.</p> <p>The district recognizes the need for a dedicated time and a systematic process enabling teachers to collaborate during the work day to use data to improve instruction.</p>	<p>The SLT will create a master schedule that allows for PLC collaboration and planning time for the purpose of analyzing data to improve instruction and for job-embedded professional development.</p> <p>Teachers will look at their most recent assessment results and plot their student scores on the Key Targets for Curriculum and Instruction Chart. This chart will guide the participants to determine if they are having curriculum issues or instructional issues that reflect back to the work they are giving students.</p> <p>Through this training, participants will be led through a process to</p>

			<p>ensure that students are working on the right work and it is work worth doing.</p> <p>Teachers and administrators will analyze assessment results that use a process that assist in determining instructional priorities based on the two data points of Data Walks and benchmark assessment information.</p>
Standard 3: Assessment System			
<p>The LEA has a comprehensive data warehouse system that allows for the collection of student data down to individual student performance</p>	<p>DIBELS benchmark and progress monitoring is in place for grades K-5.</p> <p>The DIBELS data is collected and displayed in the instructional coaches' office.</p> <p>ATC met with Grades K-6 teachers and shared benchmark data.</p> <p>ATC has met regularly with K-3 to have data talks.</p> <ul style="list-style-type: none"> Data was analyzed, and based on the data analysis, teachers identified 3 students to receive intensive targeted small group instruction. Teachers progress monitored students bi-weekly and reported progress to ATC. ATC facilitated further data 	<p>There are no complete assessment systems at this time due to:</p> <p>A prevalent attitude among the staff that data can be made to say whatever you want and therefore is not valid.</p> <p>Benchmark assessments created by teachers are not valid and reliable, as required by state mandate. Additionally, there is no standardization for administration.</p> <p>DIBELS progress monitoring has only been put into place consistently in K-3 Reading, due to lack of manpower and resources.</p>	<p>District and School Level:</p> <p>The District will implement a comprehensive, integrated assessment system to facilitate effective decision making at the district, school and student levels as outlined by RTI.</p> <p>Process to Analyze Data:</p> <ol style="list-style-type: none"> 1) Identify need through the use of data collection. 2) Establish short and long term goals. 3) Plan and implement support. 4) Evaluate and modify support

	<p>analysis of the progress monitoring measures with the teachers.</p> <ul style="list-style-type: none"> • Instruction was monitored and adjusted as necessary based on the progress monitoring data. • ATC keeps all reports in folders that are available at the school, grade, class and individual student levels. <p>The school has begun to implement a “data based, problem-solving process,” to analyze and evaluate data that informs educational decisions and actions including;</p> <ul style="list-style-type: none"> • Targeted interventions that include data walls, • Bi-weekly data talks, • Data folders, with short term goal setting. • Establish long term goals <p>A Child Study Team that analyzes student data to determine appropriateness for entry to Special Education is in place.</p>	<p>No formative or summative assessments are being used for Mathematics.</p> <p>Mountain Math materials have been given to teachers, but the materials are not being used for formative assessment.</p> <p>Some resources such as Galileo have been ordered and received, but the lack of current technology in our school has delayed the process of implementation.</p>	<p>5) Evaluate outcomes.</p> <p>The analysis of data will ensure a school-wide system of increasing support to improve differentiate support to staff and instruction to increase student achievement.</p> <p>School Level:</p> <p>The SLT will set school-wide achievement goals based on the data collected.</p> <p>The SLT will tailor a professional development plan based on the data.</p> <p>Teacher Level:</p> <p>Data talks will occur bi-weekly between grade levels and site leadership.</p> <p>Data will be analyzed, goals will be set, action plans will be created, and timelines for improvement will be established and adhered to.</p> <p>Progress will be monitored and reported out at grade level or SLT meetings as appropriate to continue the problem solving process.</p> <p>Ongoing professional development will be provided as needed for data analysis, and use of assessments.</p> <p>Student Level:</p>
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			<p>Benchmark and Progress monitoring instruments that will be in place during the 2010/2011 SY.</p> <ul style="list-style-type: none"> • DIBELS • Galileo • Mountain Math • Trend data walks • Observation Protocol • Core assessments
<p>The measurement of student learning is used to better support systemic, programmatic and instructional decisions, and is part of the core work of the district and schools.</p>	<p>In Fall 2009, grades 3-8 staff set benchmark goals based on the Arizona Standards and AIMS Spring 2009 results for each quarter using data folders, and pacing guides by quarter, to meet the AIMS test requirements. Based on the quarterly goals set, teachers created benchmark assessments to measure progress in December and May. They receive a stipend for student academic improvement/sufficient progress toward goals.</p> <p>In Grades K- 3, DIBELS was used to provide progress monitoring and outcome data in conjunction with chapter tests to set goals for improvement. DIBELS data is used for:</p> <ul style="list-style-type: none"> • Data analysis • A plan is implemented through small flexible groups for intervention instruction during Tier I 	<p>Mandatory implementation has not been a priority. Teachers have been able to choose whether or not to attend grade level meetings and/or participate in progress monitoring their students.</p>	<p>Beginning Fall 2010, progress monitoring of students will be mandatory for all teachers.</p> <p>PLC lesson study meetings and data analysis meetings will be mandatory for all teachers.</p> <p>Grade level Reading and Math goals will be set based on Spring 2010 AIMS data, Galileo and DIBELS Fall 2010 Benchmark and the Arizona School Improvement Plan (ASIP). Grade level progress toward goals will be monitored by the SLT.</p>

	<p>instruction or after school, Tier II.</p> <ul style="list-style-type: none"> • Teachers have targeted 3 to 4 students in each classroom to pull back for small group instruction over a two-week period to implement instructional routines that add rigor to the instruction. • Job-embedded support has been provided by the coaches to support academic achievement • Professional Development was provided in use of supplemental materials: <ul style="list-style-type: none"> ○ Phonics for Reading ○ T-Pals ○ K-Pals <p>A system of bi-weekly progress monitoring intensive and strategic students in Reading has been consistently implemented in grades K-3.</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>There are cultural barriers to being successful.</p> <p>Trend data collection shows that the majority of classroom instructional practices foster lower level critical thinking skills.</p> <p>Students have limited experiences with the outside world to compete</p>	<p>School Goals:</p> <ul style="list-style-type: none"> • To develop in all students the ability to make wise choices and to form independent judgments • To help each student develop the capacity to become a well-adjusted, contributing member of society in the 21st century.

		<p>with in the 21st century.</p> <p>The students lack exposure to:</p> <ul style="list-style-type: none"> • technology and computer knowledge • research materials • enrichment in music • clubs • sports <p>in order to successfully compete in High School, let alone college.</p>	<p>Essential Student Learning Goals for the 21st century:</p> <p>The District Professional Development Plan with job-embedded support will foster a culture that is focused on mastery of the skills needed to compete in the 21st century:</p> <ul style="list-style-type: none"> • Content knowledge • Expertise that builds understanding across and among core subjects. • Interdisciplinary themes • PLCs among students • Think Creatively • Work creatively and collaboratively with others • Critical thinking • Deductive and inductive reasoning • Problem solving • Oral and written communication • Emphasis on deep understanding rather than shallow knowledge <p>Engaging students with real world data, tools, and experts they will encounter in high school, college, on the job and in life. Students learn best when actively engaged in solving</p>
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			<p>meaningful problems Allowing for multiple measures of mastery</p> <p>SIG funding will allow Peach Springs School to become an institution that prepares students for the 21st Century.</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Update computer server. • Purchase computer software for data collection. • Increase expository and narrative text materials in classrooms. <p>Year 2:</p> <ul style="list-style-type: none"> • Portable computer lab to support Galileo and other benchmark and progress monitoring assessments • Purchase additional resources as needed. • Set up library system • Development of IAPGs for Science and Social Studies
	<p>During the 2009-2010 SY, the ATC and the Instructional Coach have been providing professional</p>	<p>Teachers are not fully competent in the use of data to drive instructional</p>	<p>The SLT will oversee the training and support teachers in the use of data driven instruction. Teachers and</p>

<p>The LEA has a system in place to train and support teachers in using data to drive instruction.</p>	<p>development to teachers and have been working with teachers in the use of data to drive instruction.</p> <p>Data walls have been established to monitor student progress on DIBELS measures.</p> <p>Some teachers have begun to take responsibility for monitoring progress of their students using DIBELS measures.</p>	<p>decisions.</p> <p>Not all teachers have taken responsibility for progress monitoring their own students using DIBELS measures.</p>	<p>administrators will analyze assessment results utilizing a process that assists in determining instructional priorities based on formative data collected and benchmark assessment information.</p> <p>The Data Coach/Interventionist and the Curriculum Development Coach will continue to work closely with PLCs on the use of data to drive instructional decisions.</p> <p>An instructional design and delivery framework for teachers to assist in the design and delivery of lessons will be used to ensure:</p> <ul style="list-style-type: none"> • Lessons that engage the students and involve them in their learning. • Teachers will deconstruct state standards to provide students with the necessary content to perform well on state assessments. • Teachers will design lessons that are tightly aligned to the objectives. • Differentiation of instruction for students based on their
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			<p>needs.</p> <ul style="list-style-type: none"> • Research-based instructional strategies are embedded in professional development • Teachers will fine tune their lessons to identify the most important information students should master by subject and grade. This “safety net” allows every student the opportunity for learning what is most essential.
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>An educational partnership is being formed reaching out to community organizations. As a result of this Peach Spring School representatives have been invited to several meetings conducted at the Health Department and representing many entities so that we may partner together for the benefit of the community and school. Stakeholders include:</p> <p>Mental Health Department</p>	<p>There has been limited input from all Stakeholders.</p> <p>The SLT needs to be formed.</p> <p>There is currently no formal Family Involvement Action Team (FIAT).</p> <p>A continuation of involvement of the Educational Partnership.</p> <p>A Parent/Community Liaison needs to be hired.</p> <p>A relationship with the School Board</p>	<p>To promote collaboration on improving Peach Springs School, the SLT together with the FIAT and Parent/Community Liaison will work together to collaborate with all staff, community organizations, school board members, and parent groups.</p> <p>A communication system will be put into place to include all stakeholders:</p> <ol style="list-style-type: none"> 1) Assessment data will be reported to the Superintendent/Principal,

	<p>Boys and Girls Club</p> <p>Police Department</p> <p>Juvenile Probation Department</p> <p>First Things First</p>	<p>and the new SLT needs to be formed.</p> <p>A regular meeting time needs to be established between the staff and the Transformation Team.</p>	<p>who will share the data with the Governing Board, the SLT and Staff.</p> <ol style="list-style-type: none"> 2) The SLT will review data as a means of monitoring implementation of the SIG initiatives, determine progress toward attaining school's overall and incremental short term improvement goals in reading, math and writing, to determine needs for changes in allocation of personnel and resources. 3) Assessment data reports will be used to support staff for the purpose of planning. 4) Parents will be given reports about the progress of their children via individual student reports and as a collective whole during regularly scheduled parent meetings. 5) Parent/Community Liaison will be hired to assist with building parent and community support. 6) Tribal Liaison will continue to work with the school and Tribal Counsel.
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<p>The LEA sets school improvement as a priority and adheres to the implementation and monitoring of the school's goals, including consistently monitoring improvement timelines for student achievement</p>	<p>Throughout the 2009-2010 SY, the Turnaround Mentor Principal, Superintendent, ATC and the Instructional Coach reviewed the school ASIP, monitored progress toward goals and determined next step short term goals.</p> <p>Data Walks have been put into place and are used to collect trend data to monitor progress toward the school's goals and to plan professional development.</p> <p>DIBELS benchmark assessments are administered in Fall, Winter and Spring in grades K-6 in an effort to monitor progress toward the school's academic achievement goals. DIBELS progress monitoring is done monthly for students at benchmark, twice monthly for strategic and intensive students.</p>	<p>Standardized benchmark assessments (DIBELS) are only in place for Reading. In other subject areas, the benchmark assessments are teacher created.</p>	<p>The SLT, through revision of the ASIP, will set school improvement as a priority.</p> <p>The SLT will:</p> <ul style="list-style-type: none"> • Set school-wide goals • Monitor the progress of school-wide goals. • Set timelines <p>Policy and Practice:</p> <ul style="list-style-type: none"> • New Teacher Evaluation Instrument will be approved and implemented. • SLT will be a decision making body. • Transformation Team will plan embedded professional development and monitor the implementation process. • PLCs will be formed to increase collaboration and communication to promote effective instruction. • Financial Incentives. <p>Systems:</p>
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			<ul style="list-style-type: none"> • Positive Behavior Intervention System (PBIS) • AZ RTI (Academic System) • Comprehensive assessment system.
<p>The LEA has a valued culture of high expectations for student achievement including established vision, mission, and goals.</p>	<p>LEA has begun the process of establishing a culture of high expectations for student achievement that is promoted by the LEA's mission and vision.</p>	<p>The District recognizes the need for the formation of a Site Leadership Team (SLT) to review, revise, refine and monitor the school's mission, vision and goals. At the present time there are no formal professional learning communities. Many staff members are unsure of the mission, vision and goals of the school. The concepts of self-direction and shared leadership among the staff have not been encouraged.</p>	<p>The SLT will be established. The SLT will analyze student data, and will review, revise, refine and monitor the school's mission, vision and goals for their work. In addition, they will set learning goals for themselves and their students.</p> <p>Teachers and administrators will analyze assessment results utilizing a process that will assist in determining instructional priorities based on the two data points of Data Walks and Benchmark assessment information. Teachers and administrators will:</p> <ul style="list-style-type: none"> • Practice and reflect on the process of conducting school wide data walks.

			<ul style="list-style-type: none"> • Determine patterns of curriculum and instructional practices based on Data Walk collection. • Identify the correlation between data walks and student achievement. • Develop goals and targets to direct the campus on identified priorities based on information. • Web-based tools/forms provided.
<p>All staff members are held accountable for increased student achievement.</p>		<p>Through the formation of a SLT and PLCs, a culture of accountability for student achievement will take hold.</p>	<p>Teachers and administrators will analyze assessment results that uses a process that assist in determining instructional priorities based on the two data points of Data Walks and benchmark assessment information. Teachers and administrators will:</p> <ul style="list-style-type: none"> • Practice and reflect on the process of conducting school-wide Data Walks. • Determine patterns of curriculum and instructional practices based on Data Walk collection. • Identify the correlation between • Data Walks information and student achievement.

			<ul style="list-style-type: none"> • Develop goals and targets to direct the campus on priorities.
<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>The Educational Partnership is new, and just starting to reach out to the community. We are in the beginning stages, but have already been received warmly by NAARBA, Boys & Girls Club, First Things</p> <p>A Family Involvement Action Team (FIAT) was formed this year. The group held a number of family events.</p>	<p>Parents and the community have been relatively untapped resources.</p>	<p>Members of the Transformation Team, which will include a Parent/Community Liaison, will reach out to parents, community organizations, school board and staff by taking our mission, goals, needs, and achievements to all stakeholders.</p> <p>A Parent/Community Liaison will be hired to lead the effort to partner with parents, and community-based organizations, health clinics, and other local agencies to create a safe school environment that meets students' social, emotional, and health needs. The District will partner with Parent Involvement Resource Center (PIRC) to help develop a structured plan for developing parent and community involvement.</p>
<p>Standard 5: Resource Management</p>			
<p>The LEA has prioritized the reallocation of resources to schools in improvement including personnel, funding, programming, etc.</p>			<p>System Changes:</p> <p>A Budget Cadre will be formed</p>

			<ul style="list-style-type: none">• The Budget Cadre will analyze how the current resources are being used in terms of people, time and money.• The Budget Cadre will use the following guiding principles for allocating resources:<ol style="list-style-type: none">1. Use staff efficiently, and consistent with the priorities of the ASIP.2. Use community resources when possible.3. Devote resources to the prevention of academic problems rather than to remediation.4. Organize instructional time to support the school's instructional focus.5. Incorporate time for professional development and teacher collaboration into the daily life of the school.6. A district-wide Technology Needs Assessment has been conducted and SIG funds will help us to update our
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			10-year-old computer server.
LEA leverages funds in order to design a viable sustainability plan for future years.			<p>Over the course of the three years the grant is funded, the SLT will meet on an ongoing basis to analyze and plan for sustainability in years 4 and 5.</p> <p>The LEA will continue to leverage the following resources to support and sustain the Transformation Model.</p> <ul style="list-style-type: none"> • Title I • Title II • Title VII • Impact Aid
The LEA Consolidated Plan includes strategies/action steps aligned to school improvement needs (Sustainability)			<p>The SLT will monitor and revise the ASIP for sustainability of school improvement.</p> <p>This plan will include the goals, strategies and actions steps needed to sustain and fund this plan.</p> <p>See the 5-Year Plan and Section G on sustainability.</p>

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

<u>See Selection Criteria Funding Matrix</u>	Actions LEA has taken:	Actions LEA will take: Include a general timeline
Design and implement interventions aligned with the requirements of the selected model;	<ul style="list-style-type: none"> • An Educational Partnership has been formed between the school and several community-based organizations. • A Discipline Cadre has been formed and has met. This cadre has determined the need to implement PBIS for the 2010-2011 SY. 	<ul style="list-style-type: none"> • The District has hired a new Superintendent/Principal whose focus will be implementation of the Transformation Model as outlined in the grant. The search will start upon approval of the grant. • The District will hire a Transformation Consultant to oversee and coordinate the work of the Transformation Team to ensure implementation of the Transformation Model as outlined in the grant. • A Transformation Team Office will be established for all Transformation Team personnel, and the Transformation Consultant will oversee and coordinate the implementation of the Transformation Process. • The Transformation Team will include the following positions: Transformation Consultant

		<p>Curriculum Development Coach</p> <p>Data Coach/Interventionist</p> <p>Behavior Coach</p> <p>Parent/Community Liaison</p> <p>SIG Office Manager</p> <p>A new Teacher Evaluation Instrument will be implemented. It is designed to foster the improvement of instructional practices and to identify those staff members not committed to the Transformation Process will be utilized 2010-2011 SY.</p> <ul style="list-style-type: none"> • Teachers will receive a yearly stipend for working in a high-needs school and 20 additional days on teacher contract for professional development as a financial incentive to promote the recruitment and retention of staff members who prove to have developed the skills necessary to meet the needs of the students in a Transformation Model. • Continue and strengthen the system in place for measuring changes in instructional practices resulting from professional development (i.e., Trend
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		<p>Data Walks and Classroom Observation Protocol).</p> <ul style="list-style-type: none"> • The staff will be provided with ongoing, high quality, job-embedded professional development that is driven by the data collected from the data walks process. • Pre-service days will be added to the beginning of each school year, and post-service days at the end of the year beginning with the 2010-2011 SY. • Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. • A Transformation Team will be hired to implement the Transformation Model. • Under the direction of the Transformation Consultant, the Transformation Team will conduct periodic reviews to ensure that curriculum is being implemented with fidelity, and is having the intended impact on student achievement. • Curriculum Development Coach and Data Coach/Interventionist will
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		<p>support IAPGs and lesson design.</p> <ul style="list-style-type: none"> • An Assessment System that includes DIBELS, TOWRE and Galileo will be developed to support effective instruction in the classroom. This system will include formative, interim and summative assessments. • The Transformation Team and SLT will be integral parts of screening, diagnosis and progress monitoring to inform instructional decision-making. In addition the instructional coaches will be providing high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program. • Transformation Team will implement a researched-based school-wide RTI model including Tier II and Tier III interventions. • Outside experts will provide professional development for teachers, support staff and principals to support Curriculum Development, Instructional Practices, and Leadership Development. • The research-based PBIS behavioral management system will be
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		<p>implemented to support both staff and students.</p> <ul style="list-style-type: none"> • A technology assessment will be done to evaluate our technical system and determine the training needs of the teachers • Establish the new master schedule/calendar that will allow for teacher collaboration, planning, and professional development and increased student learning time. • Hire and train a team of substitute teachers. • A Parent/Community Liaison will be hired to lead the effort to partner with parents, community-based organizations, health clinics, and other local agencies to create a safe school environment that meet students' academic, social, emotional and health needs.
<p>Describe the process the LEA will use to screen and select quality external providers;</p>	<p>Experience, longevity of service, easily accessible for consultation, value added services (customer service, grant support, evaluation/research outcomes, etc.)</p>	<p>The SLT will oversee a needs assessment of the school. This needs assessment and a rubric of customer service qualities will guide us in choosing the services offered by external providers.</p> <p>Upon selection of external providers, a contractual agreement that outlines the roles</p>

		<p>and responsibilities, as well as explicit and measurable outcomes, including interim indicators of growth, will be signed by appropriate stakeholders.</p> <p>The Transformation (SIG) Budget in conjunction with Title I & Title II monies will include adequate funding to ensure our goals will be met.</p>
<p>Alignment of other resources;</p>		<p>The Transformation (SIG) Budget in conjunction with Title I, Title II, Title VII, and Impact Aid monies will ensure adequate funding of our goals.</p> <p>To help Peach Springs attract a highly qualified Superintendent/Principal the SIG will offer a stipend in addition to the Superintendent salary offered by the District.</p> <p>A Grant Office Manager will be hired to help with the SIG management.</p>
<p>Policies and Practices LEA will modify to enable its schools to implement the selected intervention(s) fully and effectively</p>		<p>Changes in Policies & Practices:</p> <p>A new Teacher Evaluation Instrument will be adopted.</p> <p>New Recruitment & Retention practices will be implemented.</p> <p>A SLT will be formed as a decision-making body.</p> <p>A Transformation Team will be hired to</p>

		<p>deliver job-embedded professional development and to monitor the Transformation Process.</p> <p>Schedules will be amended to ensure PLC collaboration time.</p> <p>Contracts will be amended to reflect stipends and increased days, in addition to added roles and responsibilities.</p> <p>Implementation of Positive Behavior Intervention System (PBIS) & AZ Response To Intervention (RTI).</p> <p>Systems of Assessment, Behavior, Tiered Intervention, Leadership, and Decision-making will be implemented, and a gradual release of responsibility for these systems will be assumed by the staff to build leadership capacity at the site.</p>
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C. ROOT CAUSES

How did we get to this place?

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

C.1 Provide the conclusions the LEA has reached, that are 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.

Based on Solutions Team Statement of Findings, DIBELS and AIMS, Mentor Principal, ATC and Instructional Coach observations, we have come to the conclusion the Peach Springs School needs the following:

A strong Instructional Leader who will increase student achievement by developing and sustaining fundamental systems around the Arizona School Improvement Plan.

- This need was identified based on the lack of school systems and lack of instructional leadership.

The District needs to enhance its hiring policies in order to recruit and retain high quality staff.

- This need was identified by the high turnover of teachers due to changes in leadership and lack of resources.

A teacher evaluation system that is tied to professional development and uses multiple sources of data must be developed.

- This need was identified by the lack of an effective evaluation process.

An intentional, 3-year Professional Development plan needs to be developed and implemented.

- This need was identified because there was no identified professional development plan.

The District needs to further develop a curriculum that is aligned to the Arizona State Standards and is used by the teachers to plan instruction.

- This need was identified by a lack of lesson plans based on the Arizona State Standards, and data walk trend data collected.

The District needs to supply academic resources in science, social studies, writing, technology and library resources.

- This need was identified by the lack of classroom resources, library resources, and computers.

The district needs to develop a comprehensive data collection system.

- This need was identified by the lack of data utilized to drive instructional decisions.

Low student achievement based on AIMS scores and DIBELS indicate a need for teachers to set instructional goals based on data.

- This need was identified by the lack of goal setting and an inconsistent collection of data.

The District needs to further establish a system of data collection.

- This need was identified by the lack of student data, and district-wide data.

The teachers need to build relational capacity in the classroom through teacher training and mentoring support. This is also critical for reaching our students. Student connectedness is the most important factor in decreasing negative student outcomes.

- This need was identified by the high rate of discipline referrals.

The District needs to address the issue of safety.

- This issue was addressed in the student survey by 50% of the students that were either concerned about physical safety at school.

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>
<i>Resilience: Students come to school on a regular basis even under difficult home circumstances.</i>	<i>For at least half of our students the school provides a safe haven.</i>	<i>Social/Behavioral Students need to have a clear understanding of school-wide behavioral and academic expectations and consequences.</i>	<i>Culture/Climate and Collaboration: A school-wide discipline process is needed.</i>	<i>No previous Principal to provide Instructional Leadership. Untapped leadership capacity of the staff.</i>	<i>Need for more inclusive process with school board, parents and community.</i>
<i>Given appropriate instruction and intervention our students are able to show academic gains.</i>	<i>School staff is beginning to form PLCs to collaborate on planning for student transition to the next grade.</i>		<i>Comprehensive assessment system. Site Leadership Team RTI academic and behavioral plan</i>	<i>The curriculum has not been fully developed and aligned to the Arizona State Standards.</i>	<i>Financial constraints due to receivership and state repayment plan</i>
<i>Many of our students show artistic abilities.</i>	<i>Discipline Cadre agreed on implementation of</i>		<i>Evaluation system for staff and administration</i>	<i>Lack of classroom resources.</i>	<i>Limited recruitment efforts. Remote area difficult to fill</i>

	<i>PBIS for 2010-2011 SY</i>				<i>positions.</i>
	<i>Staff has begun to collaborate on development of teacher evaluation instrument.</i>		<i>Stronger Parent/Community Partnerships</i>	<i>No systemic continuous Improvement Process in place.</i>	
	<i>Teachers are beginning vertical grade level meetings to collaborate on instructional planning for 2010-2011 school year.</i>		<i>System of communication between staff, parents, school board, and community.</i>	<i>Social and cultural barriers. Limited staff understanding Hualapai culture.</i>	
			<i>Effective Instructional System that is aligned to the curriculum.</i>		

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.

Through the Transformation Model we will address the barriers and needs by:

Barrier/Need	Steps	Progress Monitoring	Timeline	Person Responsible	Evaluation
Instructional Leadership	1) District has hired a Superintendent/Principal 2) Hire Transformation Consultant 3) Hire Curriculum Development and Data Coach/Interventionist	A Hiring Cadre will be formed to start the search Review of qualified applicants. Review of qualified applicants.	August 2010 through June 2011 July 2010	Superintendent/Principal, Governing Board Superintendent/Principal	Regular meetings of Hiring Cadre to monitor search

	<p>4) Establish Site Leadership Team</p> <p>5) Revise ASIP</p>		<p>August 2010</p> <p>August 2010 and ongoing</p>	<p>Superintendent/Principal</p> <p>Superintendent/Principal, Transformation Consultant & Transformation Team</p> <p>Site Leadership Team</p>	
Evaluation system for staff	<p>1) The District will adopt the new evaluation tool.</p> <p>2) The staff will be trained on the new Teacher Evaluation Instrument.</p>		August 2010	Superintendent/Principal	
Curriculum & Instruction	<p>1) The District will hire outside experts to facilitate the development of Instructional Alignment and Pacing Guides (IAPGs) that are aligned to the Arizona State Standards.</p> <p>2) Staff Development on the Design and Delivery of Instruction.</p> <p>3) Plan instruction and interventions in Tier 1 whole group, with differentiated small</p>	SLT to monitor the progress of the IAPG development, Staff Development, & Interventions	June 2010 through June 2013	Superintendent/Principal, Transformation Consultant and SLT	SLT to monitor the progress of the IAPGs, Staff Development, & Interventions

	group and interventions				
Discipline Process	<ul style="list-style-type: none"> 1) Form Discipline Cadre 2) Hire Behavior Coach 3) Adopt PBIS 4) Training on PBIS 5) Implementation of PBIS 	Discipline Cadre will meet on a regular basis to plan and monitor implementation of PBIS	August 2010	Discipline Cadre	Discipline Cadre meets on a regular basis to evaluate implementation of PBIS
Comprehensive Assessment System	<ul style="list-style-type: none"> A) Benchmark System <ul style="list-style-type: none"> 1. DIBELS for reading – 3 times a year 2. Galileo for Math – 3 times a year B) Progress Monitoring System: <ul style="list-style-type: none"> 1. DIBELS Progress Monitoring for Reading <ul style="list-style-type: none"> a) Benchmark students will be tested weekly b) Strategic students will be tested bi-weekly c) Intensive students will be tested weekly C) Formative Assessment System <ul style="list-style-type: none"> 1. DIBELS 2. Galileo 	Superintendent/Principal, Transformation Consultant, Data Coach/Interventionist and Curriculum Development Coach will monitor the progress of the Assessment System	August 2010	Data Coach/Interventionist, Curriculum Development Coach	Superintendent/Principal, Transformation Consultant, Data Coach/Interventionist and Curriculum Development Coach will evaluate the Assessment System

	<p>D) Summative Assessment</p> <ol style="list-style-type: none"> 1. Weekly and end of unit classroom assessment 2. AIMS end of year assessment 				
Parent/Community Partnerships	<ol style="list-style-type: none"> 1) Hire a Parent/Community Liaison 2) Form a Family Involvement Action Team (FIAT) 2) Partner with Parent Involvement Resource Center (PIRC) 3) Continue to foster the Educational Partnership that has been formed between the school and the community. 	Site Leadership Team and Family Involvement Action Team (FIAT) will monitor the progress of the Parent/Community Partnerships	August 2010 and ongoing as outlined in 5 year plan.	Parent/Community Liaison	<p>Site Leadership Team and will evaluate the progress of the Family Involvement Action Team (FIAT)</p> <p>Parent/Community Partnerships</p>
Communication System	<ol style="list-style-type: none"> 1) Superintendent/ Principal and/or Transformation Consultant will present data to the school board as appropriate. 2) Site Leadership Team will create a communication system 	Superintendent/ Principal and Transformation Consultant will monitor progress of the communications system.	Fall 2010	Superintendent/Principal and Transformation Consultant	Superintendent/Principal, Transformation Consultant and Site Leadership Team will evaluate the progress and effectiveness of the communications system.

	between staff, parents, community and school board.				
Recruitment & Retention of Staff	<p>Form a Hiring Cadre to ensure hiring of highly qualified teachers committed to School Improvement.</p> <p>Create and provide clear job descriptions.</p> <p>Provide a clear evaluation system for all staff</p> <p>Recruit teachers from institutions that align to our school Transformation Model.</p> <p>Retention of Staff: Offer financial incentives</p> <p>Provide low cost housing when available and/or transportation from/to Kingman</p> <p>Establish a pre-service induction program</p> <p>Provide extra support for struggling teachers</p>	Superintendent/Principal, Site Leadership Team and Hiring Cadre will monitor the progress of the recruitment and retention process	September 2010, and ongoing as outlined in the 5-Year plan	Superintendent/Principal, Site Leadership Team, Hiring Cadre	Superintendent/Principal, Site Leadership Team, and Hiring Cadre will evaluate the effectiveness of the recruitment and retention of staff policies and procedures, revising as necessary.

<p>School Improvement Process</p>	<p>Create a Site Leadership Team (SLT) to include: Transformation Consultant, Coaches, Teacher Leaders Reps., whose responsibilities include:</p> <p>Establish long and short term goals with grade levels, monitor progress towards goals, debrief with staff, provide support, lead the revision process of the ASIP</p> <p>Create a Professional Development Plan based on data collected</p> <p>RTI Model of Problem Solving</p> <p>PBIS</p> <p>Academic structures</p> <p>Establish and Support Professional Learning Communities.</p>	<p>The team will use the RTI Problem Solving Model to monitor progress</p>	<p>August 2010</p>	<p>Transformation Consultant</p>	<p>The SLT will use the RTI Problem- Solving Model to monitor progress and evaluate the process.</p>
<p>Social & Cultural Needs</p> <p>1) Staff needs to be</p>	<p>Presentations for staff on Hualapai culture and traditions need to be</p>	<p>Parent/Community Liaison and Site Leadership to monitor</p>	<p>August 2010</p>	<p>Parent/Community Liaison</p>	<p>Parent/Community Liaison to evaluate the presentations.</p>

<p>educated on the Hualapai Culture and Traditions.</p> <p>2) Formation of Clubs and Programs for students</p>	<p>developed, scheduled and presented</p> <p>Benchmark Club and Homework Club will be established.</p> <p>GREAT program incentives</p>	<p>the progress of the creation of the presentations.</p> <p>Professional Learning Communities</p> <p>School Resource Officer</p>	<p>August 2010</p> <p>August 2010</p>	<p>Professional Learning Communities</p> <p>SRO</p>	<p>Transformation Team Office</p> <p>School Resource Officer</p>
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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.

C.4 We have chosen the Transformation Model for Peach Springs School because it supports the following changes we need to implement in our district to increase student learning.

- 1) By hiring a Superintendent/Principal who is an Instructional Leader, and by developing the capacity of our staff, we will ensure increased quality of instruction.
- 2) Our new teacher evaluation system is built around our professional development plan. This evaluation system encourages development and growth of teacher instructional practices, which will increase student achievement.
- 3) We will provide the staff with ongoing, high-quality, job-embedded professional development that will be designed by the Site Leadership Team.

This will ensure that the staff will be equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

- 4) Teachers will receive a financial incentive (stipend) for working in a high needs school that is implementing the Transformation Model and for 20 added Professional Development days. In addition, the district will increase their recruitment efforts and work to retain the staff we have.
- 5) Through the creation of a Transformation Team and the Site Leadership Team we will enter into a Transformation Process that will allow us to use data to identify and implement our new instructional program. Our Professional Development Plan will start by aligning our curriculums vertically and horizontally to the State Standard, this will support student achievement in that we will be teaching what is tested and we will be monitoring how well our students are learning the curriculum.
- 6) The Site Leadership Team will plan and oversee the comprehensive approach we are developing through the Transformation Process to substantially improve student achievement outcomes.
- 7) By creating an Assessment System that promotes the continuous use of student data teachers will be informed of students' progress and will be able to differentiate instruction to meet the academic needs of individual students.
- 8) By implementing a school-wide "Response To Intervention" model, our students will receive the support they need before they are allowed to fail.
- 9) We will protect universal instruction time and add 30 minutes of Tier II Instruction.
- 10) Through the Transformation Model we will enhance our Parent and Community Engagement program. By continuing and enhancing what was started in the 2009-2010 SY, we will actively involve Parents and Community members in meaningful work.

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
Peach Springs Elementary School		X					<u>X</u>

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

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

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

One school in district that is a Tier I school that is being served.

E. LEA'S ACCOUNTABILITY

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

Goal Area	Goals	Baseline
Reading	Year 1: 48-55% of our students will meet or exceed on AIMS Reading. *Based on the need to implement multiple school wide system and provide teachers with initial professional development and curriculum work we set an achievable goal for year 1 and year 2. Year 2: 67-75 % of our students will meet or exceed on AIMS Reading. Year 3: 85 % of our students will meet or exceed on AIMS Reading.	AIMS Data from 2009-2010 SY
Math	Year 1: 48-55% of our students will meet or exceed on AIMS Math. *Based on the need to implement multiple school-wide systems and provide teachers with initial professional development and curriculum work, we set an achievable goal for year 1 and year 2. Year 2: 67-75% of our students will meet or exceed on AIMS Math Year 3: 85% of our students will meet or exceed on AIMS Math.	AIMS Data from 2009-2010 SY
Graduation Rate (for High Schools only)	Not applicable	

For each Goal in:	Progress Monitoring Plan		Person(s) Responsible
	Process	Timeline	
Reading	DIBELS – All students benchmarked 3 times a year. Progress monitoring of at-risk students is outlined in timeline.	Benchmark testing will be completed in August-December-May. Progress monitoring will be done: Monthly for benchmark students	Data Coach/ Interventionist

		Bi-weekly for strategic students Weekly for intensive students	
Math	Galileo – All students benchmarked three times a year and formative assessments quarterly.	Benchmark testing in September, December, May	Data Coach/ Interventionist
Graduation Rate (for High Schools only)	Not applicable		

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

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

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

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

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

Peach Springs Unified School District will be conducting ongoing evaluations of the Transformation Process. If during the evaluation process we find that we are not achieving our goals, we will:

Through the Site Leadership Team:

- Identify the root cause(s) of the barrier(s) to reaching our goals
- Discuss the barriers and create and/or revise the plan

Through the District:

- Increase the frequency of monitoring of goals
- Analyze the Professional Development Plan based on assessment data
- Increase support for teachers through increased coaching and professional development
- Consequences
 - Lack of achievement reflected on teacher evaluation
 - Teacher placed on an Improvement Plan
 - Student achievement stipend withheld
 - Increased monitoring by site leaders and coaches – increased frequency of classroom walkthroughs with feedback
 - Increased level of coaching support

Outside Sources:

- School Improvement Specialist to evaluate program

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.

The systems developed in the Transformation Model will be sustained by the capacity that has been built with the current staff. The Transformation efforts will continue beyond the funding period due to the leadership development of the staff.

Leadership

To sustain and build on the improvements made through the efforts of the Transition Process, the District must commit to continued leadership development. To ensure that the process of improvement we have begun continues, the district must ensure that there is not a change of direction due to a change in leadership. To build and sustain its leadership, the District will continue to:

- Implement the formal leadership development and succession plan by the combined support from school board, administration and Site Leadership Team. Leadership development will continue to be an essential job function on all administrative/supervisory job descriptions.
- Refine the framework that provides for lateral and vertical capacity building through continued professional learning communities embedded into the work schedule.
- Support the Site Leadership Team as it sustains the work of leadership cadres. Each cadre will be focused on a specific component of school improvement efforts, such as curriculum, assessment, hiring, behavior.
- Seek funding sources for financial incentives to teacher leaders.

Professional Learning Communities.

The District views leadership development as a natural outcome of the development of professional learning communities. Professional learning communities lay the foundation for developing leaders and leadership capacity that will continue the focus on school improvement regardless of a change in an individual leader. To foster the development of professional learning communities, we will continue to:

- Make professional learning communities a priority, with the focus to remain on the mission of improving student learning and continuous school improvement.
- Schedule classes to create common planning periods.
- Implement a calendar that allows for professional learning communities to meet
- Support a communication system that will disseminate information to all stakeholders by newsletters, meetings, e-mail, etc.
- Ensure that student data is available and is used for data-driven decision making.

Retention and Recruitment

Increasing staff retention will allow us to sustain a shared vision, stable leadership and a supportive culture.

To bolster our recruitment and hiring practices we will continue to:

- Provide clear job descriptions

- Provide an evaluation system for all staff. This will ensure highly effective teachers, commitment to the school improvement process, increased student achievement, and implementation of best practices.
- Include teachers on hiring teams so that they can assist in the selection of new hires who will fit within the school's culture of transformation.
- Recruit teachers from identified institutions that align with our school's needs, attend job fairs, and utilize teacher recruitment websites.

To continue our efforts to retain the teachers we have, we will monitor teachers' needs by:

- Actively seeking to know what is important to teachers in a supportive environment and try to meet these needs.
- Making efforts to build a caring, collaborative community.

To know where we are going, we first need to find out where we have been, so we will continue to:

- Survey staff members as to why they leave and why they stay. The information gathered from the surveys will be analyzed by the Site Leadership Team and used as a guide to retain staff members.

Teacher Support

To support teachers the District will continue to:

- Provide a pre-service induction program.
- Communicate expectations of needed teacher skills and commitments.
- Provide regular formal and informal observations and feedback for all teachers. Differentiate teacher support based on teacher need as determined by survey, trend data collected, and formal and informal observations.
- Provide extra support to those teachers who need it for a defined period of time through the Site Leadership Team and the mentoring/peer-coaching program.

Professional Development

The District will continue a framework of professional development that:

- Supports professional learning communities by scheduling common planning time, and by adopting a calendar that allows for embedded professional development.
- Uses student achievement data as well as observations, surveys, and cadre input for designing future professional development.
- Provides developmentally appropriate instructional strategies through in-house teacher expertise.
- Continues to assess for professional development needs and effectiveness.
- Builds capacity in the classroom through teacher training and mentoring support.

Funding

The following position will need continued funding after the grant:

- Parent/Community Liaison – This will be funded through accessing outside grants and local community resources
- Technical support – e-Rate
- Professional Development- Funding through Title I & II
- Leadership Development – AZ Leads or ASU grant

- Galileo – reapply for previous grant to support program cost or utilize school M & O funds
- DIBELS – will be supported through LEA budget.

Policy and Procedure Changes

A financial incentive (a substantial stipend) will be added to a teacher's contract for accepting a position in a Tier I school and added professional development days.

A financial incentive will be paid to teacher leaders who assume additional Site Leadership responsibility for processes implemented in the Transformation Process.

A new Board approved Teacher Evaluation Instrument will be adopted and implemented for the 2010/2011 SY.

- The affect of the new evaluation instrument will be to measure standards-based effective instruction as outlined by the Transformation Model.

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 Peach Spring Unified School District fully and completely assures that it will:

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

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

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

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

Peach Spring Unified School District will implement the below marked waivers:

- Extending the period of availability of school improvement funds. School(s): Peach Springs Elementary School

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround/transformation or restart model. School(s): Peach School Elementary School

- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. School(s): _____

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

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

The LEA has consulted with the following stakeholders:

Parents	Teachers	Police Department
Staff	Students	Community Members

STEP 2: COMPLETE PLANNING TEMPLATE ON ALEAT

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

To be completed in ALEAT Plan

STEP 3: COMPLETE BUDGET ON GRANTS MANAGEMENT

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