

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: Pima Prevention Partnership dba Pima Partnership School	NCES ID# 040036702303	CTDS# 10-87- 11-201	Entity ID 79960
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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
The Pima Partnership School	040036702303	10-87-11-201	79960	X		

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

A. LEA'S ANALYSIS OF SCHOOL'S NEEDS

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

Where are we now?

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

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

Provide a brief description of the LEA and each school to be served using School Improvement Grant funds. The LEA, Pima Prevention Partnership, and Pima Partnership High School follow below.

Description of the LEA. Pima Prevention Partnership (PPP) was started as a 501(c) 3 non-profit corporation in Tucson, Arizona in 1991, with a five-year \$2.2 million Federal grant from the U.S. Office for Substance Abuse Prevention. The mission of the Pima Prevention Partnership is to develop and sustain human service programs for high-risk youth and families from underserved and ethnic minority communities. To date, the applicant has 126 employees, who staff five departments across the agency, including Academic Services, Clinical Services, Youth and Family Services, Technical Services and Administrative Services. Offices and program sites are located in Tucson and Phoenix, Arizona and on Majuro Atoll in the Republic of the Marshall Islands. The annual operating budget of the applicant is near \$10 million. Throughout its 18-year history, the applicant has developed social services programs aimed at underserved youth and their families in Pima County, throughout Arizona and the Pacific Jurisdictions.

Description of the school to be served using School Improvement Grant Funds: Pima Partnership High School, an NCA accredited public charter high school, will be served using the School Improvement Grant funds. PPHS began operations in 2002, and is licensed by the Arizona State Board of Charter Schools. PPHS serves students in grades 9 through 12 and has been a "Performing" school for the past four years. The school served over 260 students during the 2008/2009 school year, most of whom represent underserved and ethnic minority communities living in poverty (90 percent non-White). According to the October 2009 Arizona Department of Education National School Lunch Program Report, 96.9 percent of students qualify for free and reduced lunch.

PPHS has received recognition at the federal, state and local levels for its Learn and Serve Arizona program and its 21st Century Community Learning Centers program. The 21st Century Community Learning Centers program was chosen as one of the top 20 Best Practices Programs nationwide. PPHS also has a state-approved Career and Technical Education program for Marketing, Management, and Entrepreneurship that

has received federal *Carl Perkins* and *State Priority* funding for the past four years.

Although PPHS has achieved the benchmarks under AZ LEARNS and has been a performing school for the past four years, the school has not made AYP since 2003 and is in Year Five School Improvement Restructuring Planning. The school conducted an extensive analysis of student achievement data in 2009 that included a review of each student's transcripts. Findings indicated that upwards of 75% of students who enrolled at PPHS after their freshman year of high school lacked the passing grades and background knowledge in Algebra and/or Geometry and English/Language Arts required for success on AIMS Reading and Mathematics. The school has implemented courses in Mathematics Enrichment to provide Algebra and Geometry support and a reading class taught by a certified reading specialist to help students develop the required disciplinary skills in these content areas. In early June of 2010, PPHS will open a school-based health clinic in partnership with Marana Health Care Centers to offer free medical care to PPHS students and their families.

Explain how the LEA and school(s) are organized.

The Corporate Board and its duties: The applicant's 13-member corporate board of directors' primary focus is to fulfill the mission of the charter and fulfill its fiduciary responsibility as a non-profit, tax- exempt organization. In this capacity, the Corporate Board:

- Approves corporate-level policies necessary to oversee all Schools;
- Reviews the annual audit and ensure the correction of all findings;
- Reviews quarterly financial reports to ensure the proper use of school funds to further the school's mission;
- Approves purchases and other financial commitments over \$50,000;
- Hires and evaluates the Superintendent/Executive Director;
- Reviews job descriptions, including management positions in the charter schools;
- Review salary scales; and
- Establish fundraising events.

The School Board Governing Committee and its duties: The five-member School Board Governing Committee serves the role of the Governing Body pursuant to A.R.S 15-183 (E)(8). The five-member Board provides policy development and policy implementation reviews on a monthly basis and reports their findings to the corporate board each month. The duties of the School Governing Board include addressing all student, parent and contract-related matters, to include reviews of:

- Management & Operations *budget to actuals*;
- Student disciplinary issues;
- Average daily student attendance and average daily student membership;
- Student testing (AIMS);
- Fundraising for student activities (Arizona Tax Credit, Scholarships);
- Teacher performance;
- Grant and Title programs;

- Program development activities for teachers and students.
- Site selection and development;
- Curriculum development and implementation;
- Personnel policy development and implementation;
- Budget development and implementation;
- Marketing of school to community; and
- Student disciplinary policy development and implementation.

The School Board Governing Committee is also responsible for developing and submitting a Maintenance and Operations Budget to the State of Arizona Department of Education. The LEA, represented by the Superintendent, assists in the development of policies and procedures governing school staff, but does not interfere with the School Board Governing Committee on issues such as assignment of 301 Teacher Performance Pay, rules governing teacher conduct, and day-to-day operational policies implemented by the principal.

Duties of the Superintendent:

The Executive Director/Superintendent of the applicant organization reports to the School Board Governing Committee and executes all policies developed by the School Board Governing Committee, with assistance from Associate Superintendent, the school principal, the faculty and support staff. The Superintendent supervises the Associate Superintendent and will represent the applicant organization as its Authorized Representative of the Board of Directors.

Duties of the Associate Superintendent:

The Associate Superintendent also reports to the Executive Director/Superintendent and the School Board Governing Committee and will serve as the individual responsible for overseeing the administrative staff and the operations at the applicant's current schools. The Associate Superintendent will supervise the principal; participate in the hiring/contracting process of highly qualified, state-certified teaching staff and school support personnel (e.g. registrar, nurse, attendance clerk, school psychologist, among others); develop and implement marketing strategies for the school; and review requests for actions by the principal involving student discipline, e.g. out-of-school and in-school suspensions

Duties of the principal:

The principal is responsible for the daily operation of Pima Partnership High School. Primary duties include, but are not limited to, supervision of faculty and support staff; oversight of report submissions to State and Federal sources; oversight of initial intake assessment and enrollment of new students; development and implementation of the Master Schedule within the guidelines of flexible scheduling; disciplinary actions related to students (i.e. intervention procedures, probation, suspensions, expulsions); development and implementation of a teacher staff development plan; oversight of curriculum development; implementation of NCLB; oversight of the North Central Accreditation process; evaluation of teacher performance; oversight of all State-mandated student testing; development and implementation of all school safety protocols; and oversight of all State and Federally-mandated special education and ELL protocols.

Management of the School Budget:

The school's budget is supervised by the corporation's Business Manager and Chief Financial Officer (CFO). A separate accounting system has been established for Pima Partnership High School to generate monthly profit/loss statements, monitor all accounts/receivable and accounts/payable functions, issue wages and wage statements, monitor the computerized enrollment and attendance functions, and maintain staff employment records. Financial records are maintained according to all Federal standards that fall under A-133 guidelines, and Arizona State Board of Charter Schools mandates governing charter school accounting procedures. The accounting system for the Pima Partnership High School was established with specific protocols that meet annual independent audit requirements, as mandated by the Arizona Department of Education.

Describe the characteristics of the student population:

Pima Partnership High School (PPHS) targets students who have a low attachment to school and who have been unsuccessful in large Comprehensive High Schools and other charter schools. These students that have initially low attachment to school indicate histories of substance abuse and conduct disorders and have experienced profound academic underachievement. Approximately half of the student population has reported street and neighborhood gang affiliation, and 80 percent of students have been court-involved. Approximately 40 percent of PPHS students are currently on probation. Family problems, substance abuse issues, teen pregnancy, and other social problems prevent them from participating fully and successfully in school. Histories of school failure and academic underachievement lead these students to fall behind their peers that in turn reinforce low self-esteem, creating a self-perpetuating cycle of failure.

PPHS student demographic data from SchoolMaster Student Data Information System (April 2010), indicate the following:

- The racial ethnic breakdown of PPHS students is as follows: 76 percent Latina/o; seven (7) percent African American; five (5) percent Native American; less than one (1) percent Asian, and 11 percent Anglo.
- Eight out of 10 students have arrest records, with an equal distribution of males and females.
- Only 10 percent of students live with both biological parents.
- 90 percent of the students live in single-parent households, group homes, or with extended family members.

Due to wide ranging disparities in academic achievement, PPHS administered the *Basic Assessment Skills Inventory* (BASI) to all incoming students in the Fall of 2010. The BASI was administered to 122 students in 9th through 12th grade. The following chart summarizes the average Grade Level Equivalencies on each of the BASI subtests indicating that students perform significantly below grade level and require both in- and out of school academic supports.

Chart 1. Average Grade Level Equivalencies for BASI Subtests

Vocabulary	Spelling	Language Mechanics	Reading Comprehension	Math Computation	Math Application
5.1	5.4	5	6	5.8	6.3

Teaching and Administrative Staff. The teaching and administrative staff comprise positions and FTEs outlined below. All PPHS teachers are highly qualified in their respective content areas, as required under NCLB.

- 1 FTE Principal
- .2 FTE Curriculum/Testing Coordinator
- 1 FTE Dean of Students
- 1 FTE Community Liaison
- 1 FTE Business Manager
- 1 FTE Registrar
- 1 FTE SPED Director
- 1 FTE Receptionist
- 1 FTE State and Federal Grants Manager
- 1 FTE 21st Century Program Coordinator
- 2 FTE English/Language Arts Teachers
- .2 FTE Reading Specialist
- 3 FTE Math Teachers
- 1 FTE Social Studies Teacher
- 1 FTE CTE Teacher
- 1.6 FTE Science Teacher
- 1 FTE ISS Teacher
- .25 FTE Family Coordinator

The ethnic background of the current teaching staff is as follows:

African American: 12%

Anglo: 53%

Hispanic: 18%

Middle Eastern: 18%

Of the teaching staff, 6 out of 8 have been employed less than 2 years, 1 has been there 3 years and the other one has been there longer than 6 years.

Discuss the level of community involvement and parent engagement.

In July 2009, the applicant received Title I School Improvement ARRA funding to develop a Family Involvement Action Team (FIAT). Pima Partnership High School (PPHS) joined the National Network of Partnership Schools (NNPS) to increase parent involvement and community engagement. The NNPS (John Hopkins University) is a research based program that works with its partner schools to enhance school, family, and community partnerships. NNPS member schools create a welcoming climate for parents and community members and implement school involvement activities aligned to the goals of the school. Under the NNPS, the school tailors its plans and activities to help parents and community members affect positive academic outcomes for students. The NNPS school engages in a process of evaluation and uses evaluation outcomes to improve the quality of its program.

PPHS hired a .25 Family Coordinator to develop this program and train parents to serve on the FIAT. The FIAT developed an improvement plan for family and community involvement. The Family Coordinator developed a student intern leadership team that met throughout the school year to assist the FIAT in implementing activities and carrying out the family involvement and community engagement improvement plan. The Title I School Improvement ARRA funding enabled PPHS to build capacity for its community engagement and family involvement program and develop a cohesive and coordinated FIAT.

As part of its outreach to parents and the community, the applicant encourages open communication through notifications to parents and caregivers, including FERPA information and student progress and grades reports. Information about school events and Board Meetings Alerts are mailed to parents on a monthly basis. Opportunities for parent education include: Open houses, Parents Who Care family strengthening workshops, and family literacy backpacks. The applicant has made it a priority to have community members serve on the School's Governing Board. This ensures that the community is represented and has a voice in the decision making of the school.

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.

Description of the climate, culture, values and beliefs that are part of the LEA.

The climate, culture values and beliefs of Pima Prevention Partnership and Pima Partnership High School fully support and align with the applicant's corporate mission and the mission statement of the school: Pima Partnership High School is an Arizona public charter school that is dedicated to bringing challenging educational opportunities to its student body. Those opportunities involve exploration and enhancement of the whole student intellectually, socially and personally. As a result, students are exposed to many diverse activities that can help them grow into fully engaged and confident citizens.

The applicant has held to the philosophy that positive change within communities can be effected by building partnerships with young people, families, and communities to improve their quality of life. Pima Partnership High School (PPHS) guiding principles are dedicated to teaching the Arizona K-12 Academic Standards in Mathematics, Science, Social Studies, English/Language Arts, Comprehensive Health, Career and Technical Education, and the Arts with a commitment to serve all students using a program that is sensitive to the needs of the whole person in an enriching and transformative, academically challenging, emotionally and physically nurturing and rehabilitative school environment.

PPHS promotes a culture of respect that values the social and cultural capital of its diverse learners. PPHS believes that students and their families are resources, and PPHS uses an asset-based approach that draws on the knowledge and experience of students and their families. Teachers and staff believe that all students can learn, and they set high expectations for students. The school provides a curriculum that is both challenging and supportive, as research indicates that students rise to the level of what is expected of them. To this end, the applicant creates a learning climate and culture that employs culturally-competent assessment and identifies academic strengths and needs on a per student basis at enrollment and throughout the student's stay with Pima Partnership High School. PPHS data indicates that achievement outcomes are enhanced when students participate in additional afterschool and weekend enrichment activities that augment differentiated instruction throughout the regular school day. In short, the combination of ancillary tutoring and daily seat time are the key variables to successful student achievement outcomes in meeting state standards.

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.

Summary of student data for Pima Partnership High School. Achievement data for PPHS students is organized and presented according to the following categories: Graduation rate, AIMS data, Terra Nova, Galileo Benchmarks, Basic Achievement Skills Inventory, and Attendance

Graduation rate:

Pima Partnership High School (PPHS) has demonstrated improvement in its graduation rates. As the majority of students who enroll at PPHS are behind in credits, the school has shown a definite increase in the number of graduates for students who remain at the school for three or more semesters. Data indicate that students who are enrolled for three or more semesters pass AIMS and are more likely to graduate. PPHS has targeted increasing the percentage of students who graduate in four years. PPHS is achieving this goal in the following ways:

- Conducting quarterly reviews of student transcripts and credits to ensure that each student is on track for graduation at the time of scheduling;
- Coordinating and leveraging Title I, Title I School Improvement, and 21st Century Community Learning Centers resources to focus on a common set of goals that were developed with staff input and when implemented with fidelity will produce achievement outcomes.

The PPHS graduation rate has improved from a low of 10 percent in 2007 to 34 percent in 2009 (see the data chart below). The 2010 graduation data shows a significant increase to slightly below 60 percent, an indicator that school improvement reform initiatives are improving achievement outcomes. A student achievement matrix has been compiled that shows a shift occurring in the number of five year graduates as opposed to four year

graduates. Students who remain enrolled for three or more semesters are more likely to graduate *with their cohorts* and pass all three AIMS. The number of students who graduate in four years is increasing, as school improvement efforts that began during the 2008/2009 school year are starting to produce graduation outcomes. Student achievement data indicates the following:

Cohort 2008

Ten members were enrolled for three or more semesters. Of these 10 students:

- Seven students graduated in 2009, with six students passing all three AIMS requirements.
- Of the seven students who graduated in 2009, one special education student passed AIMS Reading and Writing and was augmented for AIMS Mathematics.
- Two students are graduating in 2010.
- Of the 2010 graduates, one student has passed all three AIMS.

Cohort 2009

Twenty-four students were enrolled for three or more semesters. Of these 24 students:

- 12 graduated with their cohort in 2009, and eight of the 12 students passed all three AIMS.
- Of the 12 students who graduated in 2009, two students passed AIMS Reading and Writing and were augmented for AIMS Mathematics.
- Two of the 12 students were special education students.
- Of the two special education students, one student demonstrated significant educational gains.

Of the remaining 12 students:

- 10 students will graduate in 2010.
- Of the 10 students graduating in 2010, six students have passed all three AIMS.
- Two of the 10 students are special education students.
- Of the two special education students, one has passed AIMS Writing, and the other has made a significant educational gain
- Two special education students do not have the credits required for graduation; one has passed AIMS Reading and the other has made a significant educational gain in Reading.

Cohort 2010

15 students were enrolled for three or more semesters. Of these 15 students:

- Four students graduated early and passed all three AIMS.

Of the remaining 12 students:

- 10 students are graduating; one student has withdrawn.
- Six of the 11 students have passed all three AIMS, which includes one special education student.
- Of the remaining five students, two students have passed AIMS Reading and Writing, and one student Passed AIMS Reading and made significant gains in AIMS Writing.
- Of the five remaining students, one special education student passed AIMS Reading and Mathematics and has been augmented for Writing.
- One student is short the required credits for graduation, but has passed all three AIMS

School Year	Graduation Rate Data
2009	15/44 = 34%
2008	13/45 = 29%
2007	4/41 = 10%

AIMS Data:

According to results from the Spring 2009 AIMS administration (see the appendix for a breakdown of the scores), Pima Partnership High School (PPHS) did not meet the AYP indicator for Tested Objectives in Mathematics. PPHS also did not meet the indicator for Percentage of Students Tested in Reading. PPHS reorganized its administrative team in the summer of 2008 and implemented a process of curricular and programmatic reforms designed to raise student achievement. The Spring 2009 AIMS administration established baseline values from which to measure achievement outcomes for the sophomore cohort of 2011 and the impact of the ongoing school improvement and reform initiatives. Of the 2011 cohort, going forward Pima Partnership High School has significantly increased its efforts to provide supports to students who are taking the AIMS tests as sophomores. The data outlined in the preceding section demonstrates that students who remain at PPHS for three or more semesters pass AIMS and graduate. Of the 2011 cohort, on which AYP was based, 13 students have been with PPHS for three or more semesters. Of those 13 students, eight have passed all three AIMS. Of the remaining five students, three have passed AIMS Reading and Writing and are waiting on the

2010 mathematics scores. Two students have passed AIMS writing and have been receiving instructional support and tutoring in Reading and Mathematics.

PPHS has focused intensive efforts on assessing students and evaluating student transcripts upon enrollment in order to place students into Mathematics and English/Language Arts classes and provide needed support systems for students to realize academic achievement, as measured by AIMS. The 2010 Mathematics results are pending. Upon receipt of the 2010 data, PPHS will analyze the data for each of the subgroups and break down the data by strand and concept. This data will inform curricular decisions for the upcoming 2011 school year.

2009 AIMS Math Scores	Cohort	# Tested	Scale Score	Falls Far Below	Approaches	Meets	Exceeds	Passing
	HS	51	660	65	22	14	0	14
	2008	4	*	*	*	*	*	*
	2009	17	655	76	18	6	0	6
	2010	28	662	61	21	18	0	18
	2011	2	*	*	*	*	*	*

2009 AIMS Reading Scores	Cohort	# Tested	Scale Score	Falls Far Below	Approaches	Meets	Exceeds	Passing
	HS	45	656	13	62	24	0	24
	2008	1	*	*	*	*	*	*
	2009	14	655	7	64	29	0	29
	2010	27	658	19	56	26	0	26
	2011	2	*	*	*	*	*	*

2009 AIMS Writing Scores	Cohort	# Tested	Scale Score	Falls Far Below	Approaches	Meets	Exceeds	Passing
	HS	36	666	8	53	39	0	39
	2008	2	*	*	*	*	*	*
	2009	12	649	17	75	8	0	8
	2010	22	677	5	36	59	0	59
	2011	--	--	--	--	--	--	--

	Cohort	# Tested	Scale Score	Falls Far Below	Approaches	Meets	Exceeds	Passing
2009 AIMS Science Scores	HS	37	435	86	8	5	0	5
	2008							
	2009	1	*	*	*	*	*	*
	2010	25	434	88	4	8	0	8
	2011	11	438	82	18	0	0	0

Data gathered from <http://ade.az.gov/researchpolicy/AIMSResults/>

Terra Nova:

Pima Partnership High School (PPHS) students fall below the Arizona Median Percentile Rank in Mathematics, Reading, and Language. The most significant difference is in Reading where the school’s ranking differs from the State’s by 19 percentage points. The school has used these results to target professional development in content area reading strategies to include an emphasis on reaching students who test proficient on the AZELLA, but struggle with academic language and vocabulary.

Subject	Median Percentile Rank (School)	Median Percentile Rank (State)
Math	44	52
Reading	31	52
Language	37	53

Galileo Benchmark Assessments:

The Galileo Benchmark Assessment system was implemented at Pima Partnership High School (PPHS) in Fall of 2009. Teachers received on-going training in using the Assessment system; however, there were several staff changes that occurred that affected implementing Galileo with fidelity. Based on the preliminary results, there is a wide disparity of skills across the students tested. The scale of the report uses Learned, Ready Now, Ready Soon, and Ready Later. This scale is equivalent to the F.A.M.E. scale. You can see from the data charts below that the largest area of need for reading is in Strands 2 and 3 and for math it is Strands 1, 3-5. Interventions used this year include (but are not limited to) targeted remediation, technology integration, progress monitoring, parent communication, after school tutoring, incentive programs and service learning in retail. 21st Century Programs and Title I Programs were also used after school hours.

All PPHS teachers will be trained on the use of the benchmark system, and the Galileo will be implemented with fidelity in 2011. The assessment

data will be used to establish measures to evaluate academic achievement outcomes for PPHS students.

10th Grade Reading Galileo Assessment Data

Strand 1		Strand 2		Strand 3	
Learned	10%	Learned	13%	Learned	14%
Ready Now	11%	Ready Now	5%	Ready Now	3%
Ready Soon	15%	Ready Soon	0%	Ready Soon	8%
Ready Later	64%	Ready Later	82%	Ready Later	75%

High School Comprehensive Math Galileo Assessment Data

Strand 1		Strand 2		Strand 3		Strand 4		Strand 5	
Learned	30%	Learned	34%	Learned	27%	Learned	35%	Learned	36%
Ready Now	0%	Ready Now	13%	Ready Now	0%	Ready Now	0%	Ready Now	5%
Ready Soon	18%	Ready Soon	14%	Ready Soon	15%	Ready Soon	11%	Ready Soon	0%
Ready Later	52%	Ready Later	39%	Ready Later	58%	Ready Later	54%	Ready Later	59%

Basic Achievement Skills Inventory (BASI):

The BASI was administered in the Fall of 2008 and the Fall of 2009. Based on a review of the average scores achieved by students at the beginning of the year, it is fair to say that most students come into our school with significant gaps in their language arts and mathematics abilities. This data, combined with benchmark and norm referenced data, informs the administration on which resources need to be allocated so that these students receive additional instruction in the subjects where the students demonstrate the most need. The data reported by BASI is in grade equivalencies. The post-test will be administered in Spring of 2010 to determine student growth on the subtests.

The Pima Partnership School BASI Assessment (122 students - all 9 th -12 th grade students)					
Vocabulary	Spelling	Language Mechanics	Reading Comprehension	Math Computation	Math Application
5.1	5.4	5	6	5.8	6.3

Attendance Rate:

Pima Partnership High School has improved its attendance rate from 84 percent in 2006 to 91.6 percent in 2008. The attendance rate fell to 90

percent in 2009 due to student mobility. Attendance is monitored daily and is reviewed by the Superintendent on a weekly basis. The school has implemented an attendance protocol and hired staff to ensure that students attend school daily to maximize learning time and meet required the seat time.

School Year	Average Daily Attendance
2008	91.6%
2007	87%
2006	84%

****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)	According to the 2007-2008 Arizona School Improvement Plan, the school was in Corrective Action and not required to implement at plan. Pima Partnership High School restructured its administrative team at the close of the 2007-2008 academic year and implemented a new curriculum.	Pima Partnership High School was designated in Corrective Action Frozen during the 2008-2009 academic year. The new administrative team was in place, the new curriculum was implemented, and the school adopted new recruitment and hiring procedures for the 2009-2010 academic year to ensure that all teachers were highly qualified.	Pima Partnership High School continued its restructuring of the administrative team and staff. All teachers for the 2009-2010 academic year met the highly qualified requirements.
AYP status	Not Met	Not Met	N/A—AYP determinations have not been released.
Which AYP targets the school met and missed	Met graduation rate: No Met attendance rate: Yes <u><i>Mathematics</i></u> Met percent tested: Yes	Met graduation rate. Met attendance rate. <u><i>Mathematics</i></u> Met percent tested: Yes	N/A—AYP determinations have not been released.

	Met test objectives: No <u>Reading</u> Met percent tested: Yes Met test objectives: Yes	Met test objectives: No <u>Reading</u> Met percent tested: No Met test objectives: Yes	
School improvement status	Corrective Action— School Improvement Year Four	Corrective Action— School Improvement Year Four Frozen	Restructuring Planning—Year Five
Number of minutes within the school year	49, 860 minutes of instruction (831 hours) for the 2008 school year.	50,760 minutes of instruction (846 hours) for the 2009 school year	50,760 minutes of instruction (846 hours) for the 2010 school year

STUDENT OUTCOME/ACADEMIC PROGRESS DATA

Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (<u>e.g.</u> , Basic, Proficient, Advanced), by grade and by student subgroup	<p>27% of the students tested passed the AIMS Math Assessment as opposed to 67% for the state. The Economically Disadvantaged subgroup is identified as having significant performance issues as only 18% passed.</p> <p>40% of the students tested passed the AIMS Reading Assessment as opposed to 72% for the state. All subgroups showed similar performance.</p> <p>39% of the students tested passed the AIMS Writing Assessment as</p>	<p>17% of the students tested passed the AIMS Math Assessment as opposed to 68% for the state. This is a significant decrease of 10% from the previous year. Hispanics were a subgroup identified as having significant performance issues as only 15% passed</p> <p>24% of the students tested passed the AIMS Reading Assessment as opposed to 73% for the state. This is a significant decrease of 16% in performance from the previous year. Hispanics are identified</p>	According to staff members within Research and Evaluation at ADE, the 2009 and 2010 subgroup data is pending. In an effort to analyze trends within this data, the information within these columns relied on 2007 and 2008 data.
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	<p>opposed to 73% for the state. The Economically Disadvantaged subgroup is identified as having significant performance issues as only 27% passed.</p> <p>See Appendix A</p>	<p>as having significant performance issues as 80% failed to pass.</p> <p>59% of the students tested passed the AIMS Writing Assessment as opposed to 68% for the state. This is a significant increase of 20% from the previous year. The male subgroup was identified as having significant performance issues as only 46% passed.</p> <p>See Appendix A</p>	
<p>Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup</p>	<p>The following information was taken from a report located within the applicant's Common logon, AZ LEARNS / Adequate Yearly Progress (NCLB), Pct Tested Schools M-Z. The report shows the current student participation on State Assessments in reading/language arts as well as in mathematics as well as the previous three years of participation. The following points summarize data taken from the table:</p> <ul style="list-style-type: none"> • All subgroups reported within the ADE report met the Percent Tested for math in 2010 (96%). This figure actually fell from the previous three year average (98%). • All subgroups did not meet the Percent Tested for Reading in 2010 (91%). This is a decrease from the previous three year average (94%). <p>See chart at the top of page 19.</p>		

School	Subject	Subgroup	Percent Tested Current Year (2010 SY)	Three-Year Average Percent Tested (2007-2009 SY)
Pima Partnership School, The	MATH	Hispanic	95	97
		Economically Disadvantaged	96	97
		All	96	98
	READ	Hispanic	94	97
		Economically Disadvantaged	91	93
		All	91	94

<p>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</p>	<p>For a complete breakdown of the scale scores for each subgroup, please refer to the attached document identified below. The following data represents those scores identified for improvement: <u>Math:</u> All Students - 669 State - 697 <u>Reading:</u> All Students - 667 Females - 671 State - 697</p>	<p>For a complete breakdown of the scale scores for each subgroup, please refer to the attached document identified below. The following data represents those scores identified for improvement: <u>Math:</u> All Students - 660 Males - 654 State - 698 <u>Reading:</u> All Students - 656 Hispanics - 653 State - 697</p>	<p>According to staff members within Research and Evaluation at ADE, the 2009 and 2010 subgroup data is pending. In an effort to analyze trends within this data, the information within these columns relied on 2007 and 2008 data.</p>
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	<p><u>Writing:</u> All Students - 667 Economically Disadvantaged - 672 State - 697</p> <p><i>See the attached 2007 AIMS data by subgroup.</i></p>	<p><u>Writing:</u> All Students - 677 Males - 672 State - 690</p> <p><i>See the attached 2008 AIMS data by subgroup.</i></p>	
Percentage of limited English proficient students who attain English language proficiency	< 16 students	< 16 students	< 16 students
Graduation rate	29%	34%	Pending.
Dropout rate	13.4%	13%	Pending.
Student attendance rate	91.6% ('07-'08 ADMS 45-1)	90% ('08-'09 ADMS 45-1)	92.1% ('09-'10 ADMS 45-1)
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	Advanced coursework and dual enrollment options were not offered.	Advanced coursework and dual enrollment options were not offered.	Advanced coursework and dual enrollment options were not offered. In discussion with Pima Community College to offer dual enrollment option. * Implementation of a dual enrollment program is a focus of the Turn Around Model.
College enrollment rates	Due to change in administration, this data set is not available.	Six members of the 2009 graduating class enrolled at Pima Community College; one student enrolled in	Pending.

		a vocational college.	
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	Pima Partnership High School underwent a change in administration during the 2008 academic year, and disciplinary is not available.	Pima Partnership High School reported the following disciplinary incidents: Weapons possession – 2; distribution of controlled substances – 5; possession of controlled substances – 7, alcohol-related offenses – 3; bullying – 6; property thefts – 3; and property vandalism – 7.	Pima Partnership High School reported the following disciplinary incidents: Weapons possession – 2; distribution of controlled substances – 3; possession of controlled substances – 12; alcohol-related offenses – 1; bullying – 0; property thefts – 5; and property vandalism – 6.
Truants	Pima Partnership High School underwent a change in administration during the 2008 academic year, and disciplinary is not available.	Pima Partnership High School had 35% of the total student body reporting tardiness to school or an individual class.	Pima Partnership High School had 18% of the total student reporting tardiness to school or an individual class.
TALENT			
Distribution of teachers by performance level on LEA’s teacher evaluation system	Pima Partnership High School underwent a change in administration during the 2008 academic year, and disciplinary is	Using the teacher evaluation tool, teachers were evaluated based on a narrative evaluation.	Using the teacher evaluation tool, data collected from the TESA observations, areas of strength and weakness identified by

	not available.		<p>the teacher and regular classroom observations, teachers were rated on the FAME score:</p> <p>Falls Far Below: Teacher A</p> <p>Approaches: Teacher B Teacher C</p> <p>Meets: Teacher E Teacher F</p> <p>Exceeds: Teacher D Teacher G</p>
Teacher attendance rate	Pima Partnership High School underwent a change in administration during the 2008 academic year, and teacher attendance rate is not available.	Teacher attendance rate for the 2009 academic year was 94% attendance.	Teacher attendance rate for the 2010 academic year was 92% attendance.

B. DESCRIPTION OF LEA'S CAPACITY

B1.a How effective are our processes?

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

Behavior for successful restructuring of persistently low achieving schools	What are the strengths? What is in place?	What are the weaknesses? What needs to be put in place?	What changes will be made to address the weaknesses and improve on the strengths?
Standard 1: Leadership Systems			
Administrators are chosen for getting results, influencing others and willingness to change	A new principal was hired with over 30 years of experience in education prior to the start of the 2008-2009 school year. A curriculum coordinator with an administrative certificate who specializes in curriculum development and educational technology was hired for the 2009-2010 academic year.	The previous administrator resigned for personal and professional reasons during the 2007-2008 AIMS testing window.	A Turn Around Leader will be hired in July 2010 to strengthen the administrative team and influence positive change. The curriculum leader that was hired in 09-10 will move to the high school as the Principal/Instructional Leader.
District has a comprehensive plan for recruiting and retaining highly effective teachers and leaders.	All administrative staff and human resources personnel have received training on the hiring of highly qualified staff at all levels. Funds have been allocated to provide bonus incentives to ensure that positions are attractive to highly-qualified staff. Instructional and non-instructional positions are advertised nationwide.	Targeted recruiting for experienced teaches and increased base salary to help retain effective teachers. In addition, recruitment was contained to the Tucson area.	The comprehensive plan for recruiting and retaining highly effective/qualified teachers and leaders starts with advertisements nation-wide to recruit. Advertising is currently happening on nation-wide teacher job bulletin boards as well as large city newspapers in various cities across the county. In order to acquire/retain highly qualified

			<p>teachers, a sign on bonus will be paid to new staff as well as teachers continuing with employment at PPHS. In addition, performance-based pay will be implemented through the school improvement grant to Mathematics and English teachers based on students demonstrating their knowledge on assessments completed quarterly. The other content area teachers will be paid a performance-based bonus as well as through other school funds. Proposition 301 monies will also be used to increase the base salary pay for each teacher. Leaders in the district will also be compensated for their work with raising student achievement. The Associate Superintendent, the Turn Around Leader and the Principal will also receive performance-based pay according to results achieved by the students at four benchmark periods.</p>
<p>There is a process to evaluate principals' abilities to demonstrate behavioral competencies of instructional leadership</p>	<p>The principal is evaluated according to six principles for effective organizational performance and student learning outcomes. The standards are defined in terms of knowledge, dispositions, and performances that are considered to be essential for effective school</p>	<p>Pima Partnership school staff had previously been evaluated using an evaluation system designed for corporate employees of the school's non-profit parent organization. The school implemented a growth-oriented evaluation tool more suited</p>	<p>The principal evaluation instrument will be implemented with fidelity. Results will be used to inform and improve the school leadership team. The Associate Superintendent will be evaluated by the Superintendent. The Principal will be evaluated by</p>

	leadership. The principal is evaluated by the superintendent.	to conducting evaluations of school personnel in 2008.	the Associate Superintendent. The Turn Around Leader will be evaluated by the Principal.
The LEA aligns personnel evaluations to effective instructional performance.	The school adopted an evaluation tool for the 2008-2009 school year that is based on the Arizona Department of Education Professional Teacher Standards. Evaluations are based on both formative and summative observation data and student achievement outcomes. Teachers are required to set SMART goals to continue a cycle of personal and professional growth. All new teaching and instructional staff receive a 90-day evaluation.	Although personnel set goals at the beginning of each academic year and administration conducts classroom observations throughout the school year, the formal written evaluation process occurs at the end of the academic year, leaving little opportunity for effective change.	In addition to the initial goals and formal evaluation at the end of the school year, an additional formal evaluation will occur at the conclusion of the first quarter and assessment data will be included in all evaluations going forward to determine instructional performance. In addition, teachers will be required to set 2 out of 3 SMART goals based on student data.
The LEA has a process and procedures in place to exempt schools from district policies that restrict innovation; i.e. staffing, budgeting, and scheduling.	The LEA does not have restrictions on creating innovation, including staffing, budgeting and scheduling. Teachers do not participate in a union.	Due to the size of our district, resources are limited and a small staff is responsible for implementing all policies and procedures.	The LEA will continue to not place restrictions on creating innovation, including staffing, budgeting and scheduling. Teachers do not participate in a union.
District has a plan to monitor implementation of the intervention model or school improvement plan. This would include processes to be used, timelines, benchmarks,	The LEA has an Arizona School Improvement Plan (ASIP) that was developed based on a needs assessment that involved school and community stakeholders. The Turn Around model builds on the strengths of the ASIP and provides	The school improvement plan was communicated to staff members; however, resources were not available in fall of 2009 to begin fully implementing the plan, as school improvement funding allocations were delayed until the	The pre-service time for instructional staff prior to the start of next year was extended and the various components of the school improvement plan and the Turn Around Model are being integrated and presented to staff as a

consequences, etc.	the vehicle for monitoring benchmarks and achieving the plan's goals, which are aligned with the goals of the school and the Title I Consolidated Plan.	spring of 2010.	comprehensive improvement model. Including more staff should increase the success of the plans and help reach the goals laid out in both. Additionally, the principal will be responsible for the day to day monitoring of the strategies and action steps located in the plan. Quarterly, an internal audit will be conducted by the Turn Around Leader and the Principal. Once audit results are ready, the information will be shared with staff for collaboration and accountability purposes.
Standard 2: Curriculum, Instruction and Professional Development			
The LEA has core curriculum that is evaluated and revised annually. Programs & practices are evaluated and discarded in a timely manner if they do not show measurable learning results	A core curriculum is in place and teachers have been a part of the process to create the curriculum maps using backwards design.	Even though a core curriculum is in place, unit plans and lesson plans are not consistent and monitored on a weekly basis. Processes for gathering data to show measureable learning results are not effective. Also, reviews of student work occur in isolation with no system for data discussions focused on student proficiency.	The LEA has a comprehensive core curriculum that is evaluated and revised annually. The curriculum consists of course curriculum maps that identify the outcomes by week for each strand and performance objective. This portion is the foundation of the curriculum that was created using backward design, by teachers, based on the AIMS blueprint in areas where available and the state standards. The next level that will be implemented as

		<p>part of the curriculum is the unit plans for each week identified in the curriculum maps. These unit plans include the following components:</p> <ul style="list-style-type: none"> • Week • Unit Title • Prior Knowledge • Length of Unit • Summary of Unit • Key Vocabulary • Strands, Concepts and PO's • Description of Assessment • Description of How Assessment will be Scored • Materials <p>The last portion of the curriculum is the lesson plan completed by teachers weekly. The lesson plan includes the following components:</p> <ul style="list-style-type: none"> • Day/Date • Bellwork • Lesson/Instruction • Student Work • Assessment/Closure of the lesson <p>In order to address the reading standard, the plan for the LEA is to hire a Reading Interventionist. The</p>
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		<p>position of the Reading Interventionist will be used as a pull-out and a pull-in model. Upon reviewing the data each week, students will be placed for intervention sessions facilitated by this position. In addition, the Reading Interventionist will teach one to two courses with students identified for reading support on a quarterly basis.</p> <p>In order to address the mathematics standard in a very direct, concrete way, the plan for the LEA is to hire a Mathematics Interventionist and an additional Math Teacher. The position of the Math Interventionist will be used as a pull-out and a pull-in model. Upon reviewing the data each week, students will be placed for intervention sessions facilitated by this position. In addition, the Math Interventionist will teach one to two courses with students identified for mathematics support on a quarterly basis. The position of a math teacher will enable classes for Algebra and Geometry to have low teacher to student ratios. This position will add another math</p>
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			<p>teacher to the staff.</p> <p>The LEA is committed to a core curriculum based on each component of the state standards. Therefore, a Healthy Minds, Healthy Bodies initiative will be implemented to address the health and physical education standards identified in the state standards.</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>Professional development time is already protected within the weekly schedule and focuses on school improvement needs.</p>	<p>PD is not always targeted appropriately due to incomplete data, follow through is somewhat sporadic and some of the staff members do not possess an adequate educational vocabulary to effectively communicate with coaches and administrative staff.</p>	<p>Pre-service time has been extended in order to train teachers and implement the Teach for Success Model. The Teach for Success Model enables administrators and staff to work together to effect positive outcomes for students. The model provides a framework for teachers to: 1. Address academic rigor and deliver standards-based instruction; 2. Provide a common vocabulary on what counts as good teaching; and 3. Provides professional development and comprehensive support to lead, coach, and teach for success. The model focuses on instructional practices and assessments to support all learners, which will address gaps in teacher knowledge.</p>
<p>The LEA has negotiated</p>	<p>As a charter school, no collective</p>	<p>As a charter school, no collective</p>	<p>A plan does not need to be</p>

the necessary changes in collective bargaining agreements to provide the LEA/principals with greater control over hiring, placement, and retention of staff.	bargaining agreements are needed.	bargaining agreements are needed.	established based on the fact that we are a charter school and do not have a teachers union.
The LEA has a strong teacher evaluation process in place that provides for removing ineffective teachers that aren't committed to the turnaround process.	The LEA implemented a strong teacher evaluation instrument that measures performance according to the Arizona Professional Teaching Standards. The LEA also has a 90-day probationary period for all employees to include faculty.	Formal teacher evaluation occurs at the end of the year. Although classroom observations take place regularly, no walk-through protocols have been established for the administration. As the Turn Around process was in development during the 2009-2010 school year, it has not been incorporated into the evaluation tool.	The Teach for Success Model will be implemented during the 2010-2011 school year and will strengthen the evaluation process by incorporating specific walk-through protocols. The components of the Turn Around process will be incorporated into the teacher evaluation instrument.
The LEA has a systematic process for measuring quality instruction and student engagement including walkthrough procedures	The LEA has a process for measuring quality instruction that includes student progress reports and quarterly grade reports, formal teacher evaluations, benchmark assessments, and student feedback.	Student feedback opportunities were limited; the process for classroom walkthroughs was not formalized.	Implementation of the Teach for Success Model will address these weaknesses.
The LEA has a systematic process enabling teachers to collaborate during the work day to use data to improve instruction.	Professional development time is already protected within the weekly schedule and focuses on school improvement needs. Students are dismissed so that a two-hour block of time is focused weekly on professional development.	Staff who lack a common instructional vocabulary and who are inexperienced in collecting and analyzing data often engage in discussing anecdotal evidence as opposed to patterns and trends during collaborative work time.	Weekly professional development sessions will be organized for the collaborative sharing of classroom data. Professional development will target the use of data to make instructional decisions, and the assessment schedule will allow for teachers to collect data and engage

			in formative data collection, discussions, and decision making. In addition, teacher collaboration time will be set up daily during the first half hour of each contract day except for Wednesdays. During this time teachers will discuss students and their achievement status along with lessons based on the latest data.
Standard 3: Assessment System			
The LEA has a comprehensive data warehouse system that allows for the collection of student data down to individual student performance	Each teacher has an electronic SchoolMaster Gradebook that allows for the collection of student data down to the individual level. This is the teacher component to the SchoolMaster Student Management Information System that warehouses student achievement records and tests scores. In addition, various instruments are used to collect data (including computerized methods and paper and pencil assessments) that allow staff to identify individual student performance.	Teachers have to integrate formative classroom data with quantitative data from their individual electronic grade books and other electronic sources. Student transcript and standardized test data is housed in the registrar's office and access is limited.	The LEA will establish a data warehouse within the ATI-Galileo online assessment system that will allow teachers to access the benchmark test data regularly and reliably. This system allows for the data to be organized into easy to use reports with graphs.
The measurement of student learning is used to better support systemic, programmatic and instructional decisions, and is part of the core work of	Pima Partnership High School has implemented a system to measure student learning to include annual pre/post tests and summative and formative assessments. The school	A lack of proper data discussions has lead to ineffective support for systematic, programmatic and instructional decisions.	The purpose of assessment in a standards-based environment is not only to provide feedback to students for improvement but also to improve the performance of teachers and

<p>the district and schools.</p>	<p>also regularly evaluates student transcript data and quarterly grade reports to make instructional decisions on an individual student basis.</p>		<p>leaders (Ainsworth & Viegut, 2006), the LEA's plan to support a systemic assessment focuses on feedback to students and in conjunction the performance of students taught by teachers and leaders. (See appendix C for the assessment calendar) The work of measuring student learning will be core to all programmatic decisions and instructional changes made throughout the school year 2010-11.</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>Through school based programs (e.g. service learning, career exploration, general education classes), multiple goals have been set for what students need to know.</p>	<p>Teachers, students, parents, and the community have not universally adopted these goals and entered into success-oriented home, school and community partnership. This continues to be a work in progress.</p>	<p>Systematic changes to address better accountability of previously established goals as well as a focus on post secondary success in the 21st century need to occur. This will be accomplished through the teacher evaluation process, administrative communication and the Teach for Success Model.</p>
<p>The LEA has a system in place to train and support teachers in using data to drive instruction.</p>	<p>A multitude of professional development opportunities have been provided to all staff including TESA, differentiation strategies, Fred Jones' methodologies, etc all involving some kind of data collected from the classroom.</p>	<p>None of the previously identified opportunities really focus on using data to drive instruction.</p>	<p>The LEA has identified <i>Using Student Achievement Data to Support Instructional Decision Making</i> (U.S. Department of Education, 2009) from the What Works Clearing House as the model for training teachers in the use of data to drive instruction. Throughout the year, this will be a</p>

			focus of the weekly professional development sessions.
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>Governing School Board members are very supportive of the efforts to improve student learning.</p> <p>The LEA has participated and received Learn and Serve grants to involve students and keep them connected to the community.</p>	<p>Staff turnover over the past couple of years has affected the communication between departments.</p> <p>The Learn and Serve grant did not focus on academic achievement as the core of the community service.</p>	<p>By July 14, 2010, district staff and school board members will come together to discuss clearly with outcomes and evaluation benchmarks the needed changes to occur for the dramatic changes to happen on the campus of PPHS. During the next 3 weeks conversation and facilitated learning will take place to prepare all staff to implement the district plan.</p> <p>In addition, Community Service will be a school wide event focusing in on service that will strengthen either the math or reading teachings of the state standard. By connecting the community service activities to the core curriculum and requiring children to engage in academic analysis or reflection tends to enhance academic performance. (Lewis, 1995)</p>
The LEA sets school improvement as a priority and adheres to the implementation and	School improvement is paramount and a central focus for the LEA.	Consistently monitoring previous school goals has been a challenge.	The LEA has determined as one of the goals that 100% of the students attending PPHS in a cohort

<p>monitoring of the school's goals, including consistently monitoring improvement timelines for student achievement</p>			<p>completing in four years will graduate. In order to accommodate for this goal, needed is a Credit Recovery Teacher. The position of the Credit Recovery Teacher will be used to provide early to late afternoon periods for students to gather credits due to being behind on gaining credits.</p> <p>The LEA also is committed to keeping a safe and orderly environment where students are held accountable for the behavior exhibited in the classroom. Therefore, an In-house suspension monitor will be hired to supply a place for students to be placed when they are interrupting the learning environment however continuing to have high expectations for completed work during that timeframe.</p> <p>It is anticipated that the selected Teach for Success Model will address the weakness identified.</p>
<p>The LEA has a valued culture of high expectations for student achievement including established vision,</p>	<p>The LEA has high expectations for all stakeholders which includes a strong mission and vision.</p>	<p>Although the school maintains those high expectations for student achievement, the culture has not been embraced completely by the</p>	<p>A Freshman Orientation has been established and will focus on successfully transitioning for incoming students. This four day orientation will bring students</p>

<p>mission, and goals.</p>		<p>students.</p>	<p>together so that each student completely understands the expectations for academics and behavior. These sessions will also enable the LEA to complete pre-testing on each student to better place the student in appropriate support structures for classroom instruction and interventions. In addition, parts of each day will be conducted on a college campus therefore setting the expectation that everyone can attend college should that choice be made by the student and the family.</p> <p>During a student's career at PPHS, each student will be offered dual credit courses with Pima Community College so that each student can choose to leave high school after four years with college credits already completed.</p> <p>Also during a student's career, a partnership will be formed with the local JTED (Joint Technical Education District) to offer the opportunity to students to participate in career pathways that are not currently available on our campus.</p>
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All staff members are held accountable for increased student achievement.	Each staff member is responsible to increased student achievement on the campus.	Although student achievement is clearly a focus at all levels of the LEA, accountability for student achievement has not been consistently monitored.	Each teacher will be involved in professional learning and teacher collaboration and the expectation is that they will stick to the curriculum maps, unit plans and lesson plans as well as the assessment calendar. In addition, all other staff members will be held to student achievement at the center of all decisions.
The LEA is committed to involving community/parents in the restructuring process including communicating current reality, new vision, buy in, and silencing of naysayers.	The applicant has developed programs for youth and families since 1991, and applicant has strong ties and relationships in the community. The LEA has made inroads with parents through it Title I ARRA School and Community Engagement grant. The school will use its success with the program to more fully involve parents in the restructuring process.	Due to the socio-economic status of the families served by the LEA, it parent outreach and involvement have proven difficult.	The LEA will continue its membership with the National Network of Partnership Schools and will allocate federal entitlement funding to support the continuation and growth of its parent involvement program.
Standard 5: Resource Management			
The LEA has prioritized the reallocation of resources to schools in improvement including personnel, funding, programming, etc.	The Governing Board is very supportive and committed to the success of the school. Resources are routinely made available.	Gaps in staff training and development have not resulted in the best use of resources to increase student achievement.	Improving hiring practices and increasing salaries for teachers will lead to better use of the resources made available.
LEA leverages funds in order to design a viable sustainability plan for future years.	The Governing Board is very supportive and committed to the success of the school. Resources are	Economic hardships continue to challenge the LEA and the	The LEA will continue to identify funding sources to ensure future

	routinely made available.	community.	sustainability.
The LEA Consolidated Plan includes strategies/action steps aligned to school improvement needs (Sustainability)	The LEA has a Consolidated Plan that includes strategies and actions steps aligned to student achievement and other student academic needs. The Consolidated Plan is fully integrated and congruent with the Arizona School Improvement Plan and leverages resources to improve student achievement outcomes.	The plan has not been fully communicated to staff.	The Consolidated Plan will be modified to reflect the strategic changes in the Turn Around Model. The Turn Around Model builds on the school improvements that have taken place and will carry them forward with fidelity.

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

	<p align="center">Actions LEA has taken:</p>	<p align="center">Actions LEA will take:</p> <p align="center">Include a general timeline</p>
<p>Design and implement interventions aligned with the requirements of the selected model;</p>	<p>The LEA took the following actions aligned with the Turn Around Model prior to the 2010-2011 school year:</p> <ul style="list-style-type: none"> i. June 2008 - Hired a new principal ii. August 2008 – Implemented a new teacher evaluation document based on ADE’s professional teacher standards iii. August 2009 – Paid sign on bonuses to newly hired teachers iv. August 2009-May 2010 – Implemented Teacher Expectations and Student Achievement (TESA) to increase high expectations of students. v. August 2009 – Moved the role of instruction and curriculum development to the same position as the evaluator of the certified staff. vi. October 2009 – Purchased high interest novels to be used in the reading and language arts classrooms. vii. August 2009 – Implemented 	<p>The LEA will take the following actions aligned with the requirements of the Turn Around Model:</p> <ul style="list-style-type: none"> i. June 2010 - Current principal that has started the reform efforts at PPHS will be moved to an Associate Superintendent role. June 2010 - Principal position will be filled with an individual who has extensive experience with curriculum and instructional practices in line with research and best practices. July 2010 - A Turn Around leader will be hired at the district level to guide the school improvement efforts. ii. April/May 2010 – All core content areas teachers at the school during the 2008-2009 data year were screened for effectiveness and those two teacher’s contracts were not renewed. Advertisements for those positions have been posted and hiring done by June 1, 2010. iii. July 2010 – Retain and recruitment bonuses paid to staff in the areas of English and Mathematics that continue to stay and refine their craft. In addition, any staff member hired that meets the qualification to apply for National Board Certification (Daghanhart, 2002; Petty, 2002; Ralph, 2003) will be supported financially to complete this certification. May, June and July 2010 – Attend recruitment fairs and advertise nationally. iv. High quality, job embedded professional development to include: June 28-30, 2010 - ADE’s Change Leadership May 6- October 2010 - ADE’s Response To Intervention (Vaughn & Hickman, 2003) July – April 2011 - WestEd’s Teacher 4 Success (Fitter, Lapid, Lochler, & Harwood, 2008) July –April 2011 - Toulmin Critical Writing (Collins, 1985)

	<p>miscue analysis strategies as part of the reading course</p> <p>viii. January 2010 – Hire a math interventionist to support math instruction</p> <p>ix. August 2009- Purchase Galileo and begin to create an assessment system.</p> <p>x. June 2010 – Finished a 5 year 21st Century grant</p> <p>xi. January 2010 – Hired an in-house suspension teacher to monitor students when they were in-house suspension. October 2009 – Became a partner in the Partnership of Network Schools and created a FIATeam.</p>	<p>April 2011 Solution Tree Annual Conference on Assessment (Stiggins, 2000)</p> <p>July – April 2011 – Using Student Achievement Data to Support Instructional Decision Making (U.S. Department of Education, 2009)</p> <p>July 2010 – Intel Teach to the Future (Culp, Shankar, Gersick & Pedersen, 2001)</p> <p>v. June 2010 - Current principal that has started the reform efforts at PPHS will be moved to an Associate Superintendent role.</p> <p>July 2010 - A Turn Around leader will be hired at the district level to guide the school improvement efforts.</p> <p>vi. June/July 2010 – Purchase Math supplemental materials: Algebra/Geometry to Go, TransMath, TI Navigator System</p> <p>July 2010 – Purchase Laptop carts for English and Mathematics classrooms</p> <p>July 2010 – Hire an additional math teacher to implement the Tier II and III math interventions</p> <p>July 2010 – Implement healthy bodies/healthy minds initiative with a complete physical education program (Grissom, 2005)</p> <p>vii. July 2010 – Continue with a rigorous assessment system including diagnostic, formative and summative assessments (Stiggins, 2000)</p> <p>July 2010 – May 2011 Hire an assessment coordinator .2 FTE</p> <p>July 2010 – Curriculum Planning July 2010-May 2011 – Subs</p> <p>viii. August-May 2011 – Enroll students in dual enrollment courses at Pima Community College</p> <p>July 2010 – Hire a math interventionist to build small groups of students and intervene quickly on mathematics weaknesses</p> <p>May 2010 – Apply for a 21st Century after school grant</p> <p>ix. June 2010 – Hire a Parent Engagement Specialist to continue the work of the FIAT team.</p> <p>August 2-6, 2010 – Hold a Freshman Academy for incoming 9th graders.</p> <p>July 2010 – Hire an in-house suspension monitor to guide students through online curriculum when they are placed in-house suspension.</p> <p>July 2010 – Hire a Career Counselor to support students in preparing them</p>
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		<p>for post-secondary work.</p> <p>July 2010 – Hire a substance abuse counselor to work with students in need of crisis intervention.</p> <p>July 2010 – Hire an in-house suspension monitor to work with students as to keep them in school when the student needs to serve a suspension.</p> <p>July 2010 – Hire a credit recovery teacher to implement online curriculum with students needing to recover credits.</p>
Describe the process the LEA will use to screen and select quality external providers;	The LEA has implemented best practices that have shown results in other schools across the nation. In addition, practices that have not worked have been set aside for practices that show more promise.	The LEA will carefully select resources that are researched based and follow recommendations made by the Arizona Department of Education. In addition, each resource will be carefully monitored to ensure effectiveness and if needed the program will be replaced.
Alignment of other resources;	The LEA has made a deliberate effort to create a consolidated plan that aligns all entitlement resources.	<p>The LEA has carefully planned to use the resources in this school improvement grant and incorporate all resources into an effective consolidated plan for improvement including the following funding sources:</p> <p>Each title funding has been chosen and carefully budgeted to reflect the plans of higher student achievement. The title funds are used to supplement the existing budgets and provide additional support in the areas of reading and mathematics.</p> <p>The local JTED (Joint Technological Education District) will provide career elective opportunities based on the Career Assessments completed by each student. A Pathway for Graduation will be identified for each Freshman so that a 4-year graduation path is evident and obtainable for each student.</p> <p>Pima Prevention Partnership, the charter sponsor holds various fundraisers and commits funds to the school to provide for enrichment activities for students.</p> <p>The LEA has applied for an Improving Literacy Through School Libraries grant as a way to infuse more literacy development into the school and the curriculum.</p>

	<p>Anticipated announcement date is summer of 2010.</p> <p>The LEA has applied for a 21st Century Literacy After School Grant as the school held this grant for the past five years. A new five-year grant would enable the school to provide tier II and III interventions to students in need. Anticipated announcement date is August 2010. If the resources do not become available through this grant, Title I funds will be used to make these interventions and tutorials available after school.</p>
<p>Policies and Practices LEA will modify to enable its schools to implement the selected intervention(s) fully and effectively</p>	<p>As a charter school, there is a culture already in place that removes restrictions and invites innovation.</p>

C. ROOT CAUSES

How did we get to this place?

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

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

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

Standard 1: Leadership Systems: The applicant identified a lack of a comprehensive plan for recruiting and retaining highly effective teachers and leaders as well as a lack of performance evaluation as a contributing factor for the current situation.

- Observations and Data used:
 - In the past, teachers were not recruited for experience with this demographic of students. Although teachers demonstrated proficiency in their assigned subject matter, classroom management often interfered with effective classroom instruction.
 - Over the past two years, 100% of the teaching staff has turned over and been replaced. This made on-going implementation of professional development difficult. Many of the newly hired teachers require training to achieve the goals that have been identified.
 - Although personnel set goals at the beginning of the year, formal evaluation only occurs once a year and is typically at the end of the year when no effective change can occur.
- Identified root cause:
 - Although personnel set goals at the beginning of the year, formal evaluation only occurs once a year and is typically at the end of the year when no effective change can occur.
- Conclusions:
 - Attend recruitment fairs and apply for additional grant opportunities to support teacher salaries.
 - In addition to the initial goals and formal evaluation at the end of the school year, a second formal evaluation will occur at the end of the first quarter, and assessment data will be included in all evaluations going forward to determine instructional competence.

Standard 2: Curriculum, Instruction and Professional Development: The LEA has not developed a systematic process for measuring quality instruction and student engagement including walkthrough procedures coupled.

- Observations and Data used:
 - Student feedback opportunities were limited.
 - The process for classroom walkthroughs is not formalized.
- Written walk-through protocols have not been established.
- Identified root cause:

- Processes for gathering data to show measureable learning results are not effective.
- Reviews of student work occur in isolation with no system for data discussions focused on student achievement outcomes.
- Conclusions:
 - The Teach for Success Model will be established which will strengthen the evaluation process by incorporating specific walk-through protocols and components of the Turn Around process will be incorporated into the evaluation tool.

Standard 3: Assessment System: The LEA does not have a comprehensive data warehouse system that allows for the collection of student data down to individual student performance. Once data is properly collected, the measurement of student learning will be used to better support systemic, programmatic and instructional decision making.

- Observations and Data used:
 - Although some student data is collected, the data is not located in one spot where it can be analyzed efficiently and effectively.
 - A lack of proper data discussions has lead to ineffective support for systematic, programmatic and instructional decisions.
- Identified root cause
 - A lack of knowledge with regard to student collection has lead to ineffective support for systematic, programmatic and instructional decisions.
 - As a result, decisions were made without the proper context of student learning.
- Conclusions:
 - The LEA will establish a data warehouse within the ATI-online system that will allow teachers to access the data regularly, reliably and will organize the data into easy to use reports with graphs.
 - The LEA has identified *Using Classroom Data to Improve Student Achievement* as the model for training teachers in the use of data to drive instruction. Throughout the year, this will be a focus of the weekly professional development sessions.

Standard 4: Culture, Climate, and Communication: The LEA has a valued culture of high expectations for student achievement including established vision, mission, and goals that have not been consistently communicated to the staff and student body.

- Observations and Data used:
 - Although the school maintains high expectations for student achievement, the culture has not been embraced completely by the students.
 - Although student achievement is clearly a focus at all levels of the LEA, accountability for student achievement has not been consistently monitored.
- Identified root cause:
 - Staff turnover has contributed to the ineffectiveness of professional development on the school's climate and culture.
 - High academic expectations have not been communicated consistently to the student body.
- Conclusions:
 - A Freshman Orientation has been established and will focus on successfully transitioning incoming students and exposing them to the school's culture and climate.
 - Pre-service staff induction training for teachers has been expanded to allow for a greater focus on student achievement and pathways to graduation and post-secondary opportunities.

Standard 5: Resource Management: LEA leverages funds for resources but the finds have not equated to a viable sustainability plan for future years.

- Observations and Data used:
 - Economic hardships continue to challenge the LEA and the community.
 - Gaps in staff training and development have not resulted in student achievement.
- Identified root cause:
 - Students and families have needs that extend beyond the scope of the school.
- Conclusions:
 - As the LEA moves forward strategically with the Turn Around Model, the LEA will continue to leverage resources strategically to provide educational supports and wrap-around services for students.

The LEA will continue to identify funding sources to ensure future sustainability.

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>
Culture of “survival”	Charter Holder provides stability and structure.	Safe environment free from external negative influences	As programs grow, the facility requires additional space to provide strategic interventions in small groups.	Attrition and mobility rates often interfere with effective improvement.	Currently the school lacks appropriate space for the necessary implementation of the Turn Around Model.
Motivated to Succeed	Comprehensive by offering courses that support students in meeting graduation requirements	Require additional support for transitioning to post secondary opportunities	Additional staff members to implement key portions of the Turn Around Model.	Current support structures and adjunct staff have not proven to be effective for increasing the graduation rate.	
		Students need engaging and interactive curriculum that relates real world applications to help ensure retention.	Leadership requires target Professional Development to create a strong administrative team to better monitor teacher effectiveness and academic progress.		

			Increase student access to technology		
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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.

<p>District</p> <ul style="list-style-type: none"> • Add additional classrooms and space to accommodate growth • Add additional staff members to successfully implement the Turn Around Model • Implement a strong Professional Development calendar with targeted benchmarks and monitoring all along the way • Increase access to technology for greater usage by the digital age student <p>School</p> <ul style="list-style-type: none"> • Implement strong recruitment and hiring policies • Revamp all existing positions and personnel to meet the needs of students

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.

<p>The LEA has chosen the Turn Around Model as the intervention model for Pima Partnership High School. The reasons for choosing this model are as follows:</p> <ul style="list-style-type: none"> • Ability to review current teaching staff and make needed changes based on data. • Already implementing many of the elements of the Turn Around Model. • Ability to hire a Turn Around leader to support the leadership structures needed for drastic change to be sustained

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
The Pima Partnership School	040036702303	X		X			

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

SCHOOL NAME	NCES ID#	AYP Designation	Area of Need(s) Based on 2009 AIMS Assessment
N/A as the LEA is a Tier I school.			

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:

N/A as the LEA is a Tier I school.

E. LEA'S ACCOUNTABILITY

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

Goal Area	Goals	Baseline
Reading	On or before May of 2013, 70 percent of PPHS sophomores, who have completed two years of continuous enrollment, will pass the AIMS state mandated assessment for Reading. Of the 70 percent, 20 percent will have earned an Exceeds as measured by the FAME scale on AIMS.	In 2009, only 24 percent of all high school students passed the AIMS Reading Assessment with none of the students earning an "Exceeds."
Math	On or before May of 2013, 70 percent of PPHS sophomores, who have completed two years of continuous enrollment, will pass the AIMS state mandated assessment for Math. Of the 70 percent, 20 percent will have earned an Exceeds as measured by the FAME scale on AIMS.	In 2009, only 14 percent of all high school students passed the AIMS Math Assessment with none of the students earning an "Exceeds."
Graduation Rate (for High Schools only)	On or before 2015, after four years of enrollment at PPHS, 100 percent of seniors, who stay enrolled at PPHS will graduate.	In 2009, the LEA had a graduation rate of only 34 percent.

For each Goal in:	Progress Monitoring Plan		Person(s) Responsible
	Process	Timeline	
Reading	Students attending the Freshman Academy will take the BASI assessment. Students in grades 10 th -12 th will take the BASI assessment during advisory. Students in grades 10 th – 12 th will take a pre-diagnostic, standards-based assessment online through Galileo scheduled in the computer lab during language arts class. Students in grades 9 th -12 th will take a standards-based assessment created	August 3, 2010 August 9-13, 2010 September 21-24, 2010	Assessment Coordinator Turn Around Leader Language Arts Teachers

<p>in Galileo by teachers administered in the computer lab during language arts class.</p> <p>Students in grades 10th – 12th will take a post-diagnostic, standards-based assessment online through Galileo scheduled in the computer lab during language arts class.</p> <p>Students in grades 9th – 12th will take a pre-diagnostic, standards-based assessment online through Galileo scheduled in the computer lab during language arts class.</p> <p>Students in grades 9th-12th will take a standards-based assessment created in Galileo by teachers administered in the computer lab during language arts class.</p> <p>Students in grades 9th – 12th will take a post-diagnostic, standards-based assessment online through Galileo scheduled in the computer lab during language arts class.</p> <p>Students in grades 9th – 12th will take a pre-diagnostic, standards-based assessment online through Galileo scheduled in the computer lab during language arts class.</p> <p>Students in grades 9th-12th will take a standards-based assessment created in Galileo by teachers administered in the computer lab during language arts class.</p> <p>Students in grades 9th – 12th will take a post-diagnostic, standards-based assessment online through Galileo scheduled in the computer lab during language arts class.</p> <p>Students in grades 9th – 12th will take a pre-diagnostic, standards-based assessment online through Galileo scheduled in the computer lab during language arts class.</p> <p>Students in grades 9th -12th will take the BASI assessment during advisory.</p>	<p>October 11-13, 2010</p> <p>October 18-22,2010</p> <p>December 1-3, 2010</p> <p>December 13-17, 2010</p> <p>January 3-7, 2011</p> <p>February 9-11, 2011</p> <p>March 10-11, 2011</p> <p>March 14-18, 2011</p> <p>May 9-13, 2011</p> <p>Aug-May 2011</p>	<p>Language Arts Teachers</p> <p>Turn Around Leader</p> <p>Turn Around Leader</p> <p>Language Arts Teachers</p> <p>Turn Around Leader</p> <p>Turn Around Leader</p> <p>Language Arts Teachers</p> <p>Turn Around Leader</p> <p>Turn Around Leader</p> <p>Turn Around Leader</p>
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Math	Students attending the Freshman Academy will take the BASI assessment.	August 3, 2010	Assessment Coordinator
	Students in grades 10 th -12 th will take the BASI assessment during advisory.	August 9-13, 2010	Turn Around Leader
	Students in grades 10 th – 12 th will take a pre-diagnostic, standards-based assessment online through Galileo scheduled in the computer lab during math class.	September 21-24, 2010	Math Teachers
	Students in grades 9 th -12 th will take a standards-based assessment created in Galileo by teachers administered in the computer lab during math class.	October 11-13, 2010	Math Teachers
	Students in grades 10 th – 12 th will take a post-diagnostic, standards-based assessment online through Galileo scheduled in the computer lab during math class.	October 18-22,2010	Turn Around Leader
	Students in grades 9 th – 12 th will take a pre-diagnostic, standards-based assessment online through Galileo scheduled in the computer lab during math class.	December 1-3, 2010	Turn Around Leader
	Students in grades 9 th -12 th will take a standards-based assessment created in Galileo by teachers administered in the computer lab during math class.	December 13-17, 2010	Math Teachers
	Students in grades 9 th – 12 th will take a post-diagnostic, standards-based assessment online through Galileo scheduled in the computer lab during math class.	January 3-7, 2011	Turn Around Leader
	Students in grades 9 th – 12 th will take a pre-diagnostic, standards-based assessment online through Galileo scheduled in the computer lab during math class.	February 9-11, 2011	Turn Around Leader
	Students in grades 9 th -12 th will take a standards-based assessment created in Galileo by teachers administered in the computer lab during math class.	March 10-11, 2011	Math Teachers
Students in grades 9 th – 12 th will take a post-diagnostic, standards-based assessment online through Galileo scheduled in the computer lab during	March 14-18, 2011	Turn Around Leader	

	<p>math class.</p> <p>Students in grades 9th – 12th will take a pre-diagnostic, standards-based assessment online through Galileo scheduled in the computer lab during math class.</p> <p>Students in grades 9th -12th will take the BASI assessment during advisory.</p>	<p>May 9-13, 2011</p> <p>Aug-May 2011</p>	<p>Turn Around Leader</p> <p>Turn Around Leader</p>
<p>Graduation Rate (for High Schools only)</p>	<p>Data chats will be held with each student to discuss the academic data and set goals for quarter</p> <p>Credit checks will be held one-on-one with each Junior and Senior</p> <p>Engagement strategies will be evident in lesson plans</p> <p>Differentiation strategies will be evident in lesson plans</p> <p>Freshman Academy will be held to set expectations for incoming Freshman</p> <p>College enrollment statistics will be documented and used on an on-going basis. The 2010 School Year will become the baseline.</p>	<p>August 18-25, 2010</p> <p>Aug 25 – Sept 8, 2010</p> <p>Weekly</p> <p>Weekly</p> <p>August 2-6, 2010</p> <p>Apr-May 2011</p>	<p>Principal Turn Around Leader Career Counselor</p> <p>Career Counselor and Registrar</p> <p>Principal</p> <p>Principal</p> <p>Associate Superintendent, Principal, Turn Around Leader, Career Counselor and Teachers</p> <p>Career and Technical Education Teacher, Career Counselor</p>

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		
N/A as this section is reserved for Tier III Schools.					

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

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
N/A as this section is reserved for Tier III Schools.					

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

The LEA’s plan for technical assistance if the progress on the goals are not what was expected include:

- Evaluate personnel to determine effectiveness in a timely manner including goals, observations and feedback.
- Make changes in the plan as needed based on effectiveness or ineffectiveness of any part of the plan.
- Communicate with the Governing Board and the Arizona Department of Education as to progress goals not met in a timely fashion.

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.

Plan for sustaining these efforts after the funding period ends:

Overall, the plan for sustaining these efforts will be to establish systems and processes that are not dependent on the person assigned to the task. In other words, systems will be integrated into the culture of the school so that all employees are clear on what the expectations are at every level and people can be interchanged within that structure. The applicant envisions that this process will significantly affect the quality of the instruction at the school and will be even more attractive to the community. In turn, enrollment is expected to increase as a result. With increased enrollment, those staff positions being funded by the grant will be part of the M and O budget once this time frame ends. The following list provides the key areas that will affect sustainability.

- Ensure policies are supported by processes that are not dependent on people.
- Create systems that are embedded in the culture and become part of the Program of Instruction.
- Identification of additional funding sources (grants, increased enrollment, entitlements).
- Community business relationships to foster student learning.
- Highly trained educational staff with a focus on retention.

Funding Sources:

Additional funding sources will become increasing important as the funding period ends. A number of various sources have already begun to be identified and is detailed below:

- Grants (ed.gov, corporate opportunities, city/county opportunities, 21st Century)
- Increased Enrollment (targeted recruitment, community service relationships, online marketing strategies)
- Entitlements (IDEA, Title I, Indian Gaming, Prop 301)
- Fundraising (Golf Tournament)

Hiring Practices:

Turnover of instructional staff is a serious problem that affects education more than any other field (*UNRAVELING THE “TEACHER SHORTAGE” PROBLEM: TEACHER RETENTION IS THE KEY*, The National Commission on Teaching and America's Future, 2002). The applicant has made this a top priority as good teachers have been identified as a major key the success of the school's improvement. It is the goal of this applicant to retain the highly trained teachers we will produce. The plan starts with improved hiring practices. No longer are staff members identified only within our target market. Efforts to attract staff members nationwide have already begun. The following list provides the steps for how this will be achieved:

- Refined talent evaluation that incorporates performance as an indicator

- Increased participation in job fairs.
- Increased online national recruiting efforts
- Increase the hiring of Master Teachers or National Board Certified Teachers

Professional Development:

As stated above, highly effective teachers are going to be a major key to the success of the School Improvement Plan. Below, is a list of the training efforts the applicant will take to increase the instructional staff members' skills and tools:

- Change Leadership Conference
- Teach 4 Success
- Intel Teach to the Future
- Response to Intervention
- Toulmin Critical Writing
- Assessment Summit
- Using Data to Improve Classroom Instruction Project
- Curriculum Writing
- Wednesday afternoon protected professional development time

Changes in Policies and Practices

As the graduation rate is the reason why the school is in Tier I School Improvement, the applicant has already begun to create policies and documents that will increase the graduation rate. The Pathways to Graduation document provides a visual representation of the school's ideal path, but also identifies other routes to graduation. In conjunction with the student, the applicant will set graduation plans and regularly meet with the students to ensure the student is on a trajectory to graduate. This will be accomplished within the Advisory course protected within the new school schedule.

Pathways to Graduation

- Focus on creation of policies focused on increasing graduation rate

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

By indicating with a mark on the below items, the Pima Prevention Partnership dba Pima Partnership School, The fully and completely assures that it will:

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

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

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

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

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

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

- Extending the period of availability of school improvement funds. School(s): _____

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

- Implementing a 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:

Mike Dunbar - Excelling Academic Services, LLC	Lisa Long - Assistant Principal, Curriculum Coordinator	Heidi Bacon - State and Federal Programs Manager
Karen Mejia - Business Manager		

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.