

Arizona Department of Education

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

LEA APPLICATION COVER PAGE

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Superintendent Signature_____ **Date**_____

Federal Program Director Signature_____ **Date**_____

(Signed signature page faxed to ADE SIG Advisor John Cortez in lieu of Paul Fuginiti FAX 602-364-2334)

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
White Cone High School	040181002544	090225200	8718	X		
Jeddito Public School	040181000325	090225001	5638			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.

Cedar Unified School District located in the northeastern section of Arizona approximately 65 miles north of Holbrook, Arizona, which is along Interstate 40. The District Office is located on the K-8 school campus at milepost 408, Highway 264. Highway 264 runs east and west across the Hopi and Navajo reservations in northeastern Arizona. The district is a two school (k-8 and 9-12) district, located in the communities of Keams Canyon, Jeddito and White Cone on the Hopi and Navajo reservations in northeastern Arizona. Cedar USD is a Rural Education Achievement Program (REAP) district serving both Hopi and Navajo students as well as providing Title I services to students attending Hopi Mission School on the western edge of the District's attendance area in the community of Kykotsmovi. The entire district attendance area is situated in a 'high desert' country setting at an elevation of approximately 6,000 feet.

Jeddito Public School (K-8) serves approximately 250 students of which nearly 98% qualify for free or reduced lunch and has been in operation since the mid-1980s. The student population is 99% Native American, predominately from the Navajo Tribe with a fluctuating population of Hopi students at or near 5%. Jeddito is a Cycle II Reading First and Title I school. The teaching staff at Jeddito is fairly stable, with the district needing to replace one to two (Kindergarten through 8th grade) teachers annually. The District will be seeking a new K-8 principal for the 2010/2011 school year.

Jeddito school staff is comprised primarily of white and native American individuals. The breakout is as follows:

Total CORE/SPED teaching positions is 17 with 3 open positions.

Positions 14: 50% W, 43% NA, 7% A

Degrees 14: 79% BA, 21% MA

Years experience: 1-5 yrs = 18%; 6-10 yrs = 9%; 11-15 yrs = 23%; 15+ yrs = 50%

Teacher attendance rate for the 2008/2009 school year is Estimated at 80% WCHS.

Jeddito community resources local Chapter Houses of Jeddito and White Cone communities, Navajo Headstart program is housed on the Jeddito school campus. Students have the opportunity to participate in the Tribal Clothing program through the school's Parent Involvement Coordinator. Due to the extreme isolation of the school and its rural reservation location community resources are nearly non-existent.

White Cone High School serves approximately 100 students of which nearly 98% qualify for free or reduced lunch. White Cone High School was opened in 2005. The school is located about 16 miles east and south of the District Office. The directly on the east side of the main north south highway connecting Highway 264 to the town of Holbrook, about 50 miles south of White Cone High School. During its' first year of operation the school served about 140 students. The high school has sustained approximately a 40% teacher turnover each year since its' opening. The district will be seeking a new high school principal for the 2010/2011 school year.

White Cone High School staff it a racial mix and breaks out as follows:

Total CORE/SPED teaching positions 11 with 2 open positions.

Positions 9: 44% W, 33% A, 11% NA, 11% B

Degrees 9: 67% BA, 33% MA

Years experience: 1-5yrs = 67%; 6-10yrs = 11%; 11-15 yrs = 11%; 15+ yrs = 11%

Teacher attendance rate for the 2008/2009 school year is estimated at 85% Jeddito.

White Cone High School community resources are the local Chapter Houses of Jeddito and White Cone communities. Students have the opportunity to participate in the Tribal Clothing program through the school's Parent Involvement Coordinator. Due to the extreme isolation of the school and it's rural reservation location community resources are nearly non-existent.

The District's Exceptional Student Services (ESS) Department serves both schools using a spectrum of services ranging from "full inclusionary" to "self-contained classroom" models, with students integrated with non-disabled students for electives, meals and extracurricular activities. The entire ESS population in the district is 19% overall, with 28 (28%) students at the high school and 13 (9.6%) students at the K-8 school. The ESS department reports that it is very difficult to hire and retain 'highly qualified teachers.' The ESS department has not been able secure an Itinerate teacher for past 2 years and a K-5 teacher for the past year. The District will be seeking a new ESS Director for the 2010/2011 school year.

The Cedar USD is composed of several small Native American Communities. The local communities are small (usually 200 to 300 individuals) and somewhat isolated. Individual homes are often even more isolated and located on dirt roads that are often impassible during in climate weather conditions. Some area homes do not have electricity and many more do not have running water. Each community has a local government through a

“Chapter House” in the Navajo areas and a “Community Building” in Hopi areas.

Parent involvement is low due to transportation, adverse road conditions, adverse weather and other factors that hinder involvement. Telephone communication with parents is often encumbered by “pay as you go” cellular calling plans. This means that for the last few days, or, for some, the last half of any given month, individual phone service may not be available. For the past few generations, parents and caretakers of current students attended boarding schools which disengaged parents from the educational process and this cultural barrier has not yet been overcome.

During two different meetings with parents at White Cone High School, parents were asked to complete a satisfaction survey. The data most pertinent to the school improvement planning is reported in the table below. Note that the majority of parents report dissatisfaction with the quality of instruction (56% dissatisfied) and homework (56% dissatisfied). The area with the highest level of satisfaction is in the courses that are offered (68% satisfaction).

WCHS Parent Survey April, 2010				
	Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
Behavior management	17%	38%	34%	10%
Courses	7%	61%	21%	11%
Quality of Instruction	8%	33%	41%	15%
Homework	8%	37%	41%	15%
Teacher availability	8%	56%	32%	4%
Reporting to parents	19%	38%	27%	15%

A.2 How do we operate and do business at the LEA and school levels?

- Based on the description in A.1, provide a brief description of the climate, culture, values and beliefs that are part of the LEA and schools.

The District is supportive of both schools’ efforts to improve academic achievement and parent/community involvement by sponsoring activities at both school sites. District Superintendent is highly visible at both sites. Nearly all of the families in the Cedar USD attendance area are classified as high poverty. The District and school missions are constantly visited when the LEA is visiting the school sites. Notable collaboration and articulation between and within the school sites is not currently evident, but is constantly being addressed by district leadership. The geographic district between the two schools inhibits collaboration and articulation and encourages the silo effect. The overall level of teacher efficacy in the district needs improvement, along with communication to communities and parents on efforts of school improvement.

Given the extreme poverty conditions coupled with unstable and inconsistent family situations the student body as a whole exhibit unusually orderly behavior for adolescents in similar circumstances. For example, White Cone High School has been in use for about five years and is still remarkably untouched by vandalism and graffiti. Students tend to respond well to teachers who are respectful, but lack a sense of future and have difficulty connecting school to their lives. For example, some students see the near by boarding schools as an opportunity to “get off the res” as opposed to an opportunity for greater learning.

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.

Currently White Cone High School is a Tier I school and Jeddito Public School is a Tier III school. The current assessment tools used at White Cone High School STAR Math, STAR Reading, AIMS and Terra Nova (Arizona switched to the Stanford 10 for Spring 2010 testing.). At the beginning of the 2009/2010 school year the White Cone staff reviewed student assessment data from the STAR Math and STAR Reading, End of 2008/2009 school year data for the 9th, 10th and 11th graders, the March 30, 2009 TerraNova results for the 9th graders, and the AIMS results for the 10th (Cohort 2011) and 11th (Cohort 2010) graders. This data is presented here as a ‘snapshot’ of how our Tier I, White Cone High School students area doing.

WHITE CONE HIGH SCHOOL

STAR Math

20 Grd 9 students (percentile ranking) 35% (7) below 25th, 35% (7) at 25th to 49th, 15% (3) 50th to 74th, and 15% (3) above 74th percentile.

STAR Reading

19 Grd 9 students (percentile ranking) 84% (16) below 25th, 10% (2) at 25th to 49th, 5% (1) 5th to 74th, and none above the 74th percentile.

STAR Math

23 Grd 10 students (percentile ranking) 60% (14) below 25th, 22% (5) at 25th to 49th, 13% (3) 50th to 74th, and 4% (1) above 74th percentile.

STAR Reading

23 Grd 10 students (percentile ranking) 87% (20) below 25th, 9% (2) at 25th to 49th, 4% (1) 5th to 74th, and none above the 74th percentile.

STAR Math

23 Grd 11 students (percentile ranking) 56% (13) below 25th, 22% (5) at 25th to 49th, 13% (3) 50th to 74th, and 8% (2) above 74th percentile.

STAR Reading

26 Grd 11 students (percentile ranking) 77% (20) below 25th, 19% (5) at 25th to 49th, 4% (1) 5th to 74th, and none above the 74th percentile.

Using the STAR data only we see that 70% of 9th, 81% of 10th, and 64% of 11th, graders test below a 9th grade level in mathematics while, 95% of 9th, 96% of 10th, and 84% of 11th, graders test below a 9th grade level in reading.

TerraNova data from the 03/30/09 test of twenty 9th graders shows the group scoring nearly mirroring the STAR data with group median scores

consistently in the low average range of the National Percentile Scale.

AIMS scores in mathematics and reading for the 10th graders (Cohort 2011) and the 11th graders (Cohort 2010) from spring 2009 breaks out as follows:

MATH

Cohort 2011, 10th grade, FFB 71% (17), A 17% (4), M 13% (3), E 0%.

Cohort 2010, 11th grade, FFB 62% (13), A 19% (4), M 19% (4), E 0%..

READING

Cohort 2011, 10th grade, FFB 33% (8), A 46% (11), M 21% (5), E 0%. All 24 students Native American.

Cohort 2010, 11th grade, FFB 35% (6), A 47% (8), M 18% (3), E 0%. All 21 students Native American
(only 17 provided valid results)

JEDDITO PUBLIC SCHOOL

AIMS Scores in mathematics and reading for 3rd through 8th grade students from spring 2009 breaks out as follows:

MATH

Cohort 2018, 3rd grade, FFB 20%, A 60%, M 20%, E 0%.

Cohort 2017, 4th grade, FFB 20%, A 50%, M 30%, E 0%.

Cohort 2016, 5th grade, FFB 13%, A 35%, M 52%, E 0%.

Cohort 2015, 6th grade, FFB 34%, A 16%, M 50%, E 0%.

Cohort 2014, 7th grade, FFB 19%, A 38%, M 44%, E 0%.

Cohort 2013, 8th grade, FFB 3%, A 14%, M 72%, E 10%.

READING

Cohort 2018, 3rd grade, FFB 5%, A 65%, M 30%, E 0%.

Cohort 2017, 4th grade, FFB 13%, A 43%, M 43%, E 0%.

Cohort 2016, 5th grade, FFB 4%, A 43%, M 52%, E 0%.

Cohort 2015, 6th grade, FFB 19%, A 47%, M 34%, E 5%.

Cohort 2014, 7th grade, FFB 25%, A 43%, M 43%, E 0%.

Cohort 2013, 8th grade, FFB 5%, A 65%, M 30%, E 0%.

****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--i.e., school closure.			
SCHOOL DATA	BASELINE		
	2007-2008 Optional	2008-2009 (Must Complete)	2009-2010 Optional
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	No specific intervention model was used.	No specific intervention model was used. The 2010/2011 will be first year of the Transitional Model.	No specific model used. The 2010/2011 will be first year of the Transitional Model.
AYP status	WCHS Not Met Jeddito Met	WCHS Not Met Jeddito Not Met	Data not yet available.
Which AYP targets the school met and missed	WCHS Reading missed. WCHS Math missed. Jeddito Reading Met (3,4,5,6,7,8) Jeddito Math Met (3,4,5,6,7,8)	WCHS Reading missed. WCHS Math missed. Jeddito Reading missed (3,6,8) Jeddito Reading Met (4,5,7) Jeddito Math missed (3,4) Jeddito Math Met (5,6,7,8)	Data not yet available.

School improvement status	WCHS WY Jeddito none	WCHS SIY1 Jeddito none	WCHS SIY2 Jeddito WY
Number of minutes within the school year	WCHS 66,028 Jeddito 67,540	WCHS 66,028 Jeddito 67,540	WCHS 66,028 Est. Jeddito 67540 Est.

STUDENT OUTCOME/ACADEMIC PROGRESS DATA

Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	Not included.	<p>WCHS Cohort 2011</p> <p>Math E 0%, M 13%, A 17%, FFB 71%</p> <p>Reading E 0%, M 21%, A 46%, FFB 33%</p> <p>Jeddito 3 year Avg.</p> <p>Math 3rd E 0%, M 20%, A 60%, FFB 20%. 4th E 0%, M 30%, A 50%, FFB 20%. 5th E 0%, M 52%, A 35%, FFB 13%. 6th E 0%, M 50%, A 16%, FFB 34%. 7th E 0%, M 44%, A 38%, FFB 19%. 8th E 10%, M 72%, A 14%, FFB 3%.</p> <p>Reading 3rd E 0%, M 30%, A 65%, FFB 5%. 4th E 0%, M 43%, A 43%, FFB 13%. 5th 0%, M 52%, A 43%, FFB 4%.</p>	Data not yet available.
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		<p>6th E 05%, M 34%, A 47%, FFB 19%. 7th E 0%, M 31%, A 44%, FFB 25%. 8th E 3%, M 48%, A 41%, FFB 7%.</p> <p>Subgroups of this category are of insufficient size to be reported.</p>	
<p>Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup</p>	<p>Not included.</p>	<p>WCHS <u>Math</u> 10th All 100%, I 100%, SPED 100%, SES 100%</p> <p><u>Reading</u> 10th All 96%, I 96%, SPED 100%, SES 96%</p> <p>Jeddito <u>Math</u> 3rd All 95% ; I 95%, SPED 100%, SES 95%.</p> <p>4th All 100%, I 100%, SPED 100%, SES 100%</p> <p>5th All 100%, I 100%, SPED 100%, SES 100%</p> <p>6th All 100%, I 100%, SPED 100%, SES 100%</p> <p>7th All 100%, I 100%, SPED 100%, SES 100%</p> <p>8th All 100%, I 100%, SPED 100%, SES 100%</p> <p><u>Reading</u> 3rd All 95% ; I 95%,</p>	<p>Data not yet available.</p>

		<p>SPED 100%, SES 95%.</p> <p>4th All 100%, I 100%, SPED 100%, SES 100%</p> <p>5th All 100%, I 100%, SPED 100%, SES 100%</p> <p>6th All 100%, I 100%, SPED 100%, SES 100%</p> <p>7th All 100%, I 100%, SPED 100%, SES 100%</p> <p>8th All 100%, I 100%, SPED 100%, SES 100%</p> <p>Other subgroups of this category are of insufficient size to be reported.</p>	
<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>Not included.</p>	<p>WCHS <u>Math</u> 10th All 659,</p> <p><u>Reading</u> 10th All 645, Math 652.5</p> <p>Jeddito <u>Math</u> 3rd 407 4th 437 5th 476 6th 493 7th 514 8th 576</p> <p><u>Reading</u> 3rd 418 4th 444</p>	<p>Data not yet available.</p>

		5th 474 6th 464 7th 470 8th 502 Subgroups of this category are of insufficient size to be reported.	
Percentage of limited English proficient students who attain English language proficiency	Not included.	WCHS 6 students identified, FEP 0% Jeddito FEP 14 of 18 identified – 78%.	Not available at this time.
Graduation rate	Not included.	WCHS 14%	Not available at this time.
Dropout rate	Not included.	WCHS 12%	Not available at this time.
Student attendance rate	WCHS 85%	WCHS 89%	Not available at this time.
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	Such course work is not currently available at White Cone HS.	Such course work is not currently available at White Cone HS. Such course work was available when the HS had qualified teacher(s) acceptable to the cooperating colleges.	Such course work is not currently available at White Cone HS.
College enrollment rates	Data not yet available.	Data not yet available.	Data not yet available.

STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	<p style="text-align: center;">WCHS</p> <p>Category #Incident</p> <p>Possession/Use Tabacco 2 Bullying/Harassment 3 Theft/Larceny 2 Sexual Harassment 3 Vandalism 5 Possession/Use Illegal drug 12 Possession/Use Alcohol 2 Physical Attack/fight w/o weapon 8 Threat Physical Attack/fight w/o weapon 3</p> <p style="text-align: center;">Jeddito</p> <p style="text-align: center;">Not included.</p>	<p style="text-align: center;">WCHS</p> <p>Category #Incident</p> <p>Possession/Use Tabacco 3 Bullying/Harassment 3 Theft/Larceny 3 Vandalism 5</p> <p style="text-align: center;">Jeddito</p> <p style="text-align: center;">Not included.</p>	Data not yet available.
Truants	Not included.	WCHS Jeddito	Data not yet available.
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system	Not included.	<p style="text-align: center;">WCHC</p> <p>Meets or Exceeds 9 Unsat 2 (2,terminated)</p> <p style="text-align: center;">Jeddito</p> <p>Meets or Exceeds 21 Unsat 2 (2,resigned)</p>	Data not yet available.
Teacher attendance rate	Not included.	<p style="text-align: center;">WCHS</p> <p style="text-align: center;">80% Est.</p> <p style="text-align: center;">Jeddito</p> <p style="text-align: center;">85% Est.</p>	Data not yet available.

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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	Superintendent and Governing Board is willing to implement dramatic changes to LEA practices, policies, and structures needed to improve school administration/leadership. The LEA governing board has taken appropriate action to 'non-renew' the contracts of the Tier I and Tier III school principals. Positions have been posted and the development of improved selection processes has begun. The LEA expects a shift in leadership roles consistent with successful implementation of the transformational model of school improvement.	The LEA currently is able to fund only one classified staff member as a Human Resources technician with limited recruitment search capabilities. The LEA recognizes the need for national searches for candidates and an improved application and selection processes.	<p>A new selection process is being designed as part of the improvement plan in conjunction with the ASU Teacher Advancement Program (TAP). The TAP System will be a key component of the new selection process and TAP criteria will be used to screen applicants and will be the foundation of new interview questions.</p> <p>The LEA recognizes the need to hire leaders with demonstrated experience that demonstrates the individual's ability to fully implement into practice the scientifically research based practices of school improvement research and the TAP system. Principal job descriptions with be rewritten to align with the expectations of the school improvement model and the TAP system.</p> <p>Job descriptions will include the</p>

			<p>requirements of shared leadership, data based decision making and on going professional development to continuously improve leadership skills.</p> <p>Leaders will be required to have high quality planning skills and the ability to articulate and integrate all elements of the improvement plan. Effective implementation of improvement plan by all appropriate school personnel will be required as well.</p> <p>To support selection of highly effective leaders, the district will contract with Ventures for Excellence to conduct interviews based on research-based qualities of effectiveness. The district will also contract for training of district and school administrators in interviewing protocols and procedures for selection of teachers.</p>
<p>District has a comprehensive plan for recruiting and retaining highly effective teachers and leaders.</p>	<p>The LEA recognizes the need to expand its recruiting parameters to a national level to attract a pool of quality applicants capable of providing 21st Century leadership.</p> <p>To retain educators the LEA is able to offer inexpensive housing that is comfortable and on par with urban housing. The location of the LEA's house encourages a small community atmosphere for its employees.</p>	<p>Currently the LEA uses limited recruitment resources such as the ADE website, Teachers to Teachers and local papers.</p> <p>To retain educators the LEA is able to offer a limited benefits package and average salary scheduled and recognizes the need to improve this.</p>	<p>The recruitment and retention systems are being designed and rewritten as part of the improvement plan in conjunction with the Teacher Advancement Program (TAP). The TAP System will be a key component of the new screening, interview, and selection process. The TAP criteria will be the foundation of new interview techniques, questions and applicant evaluation for selection.</p> <p>The LEA has begun working with a consortium of small rural districts with a</p>

			<p>common employment application and shared recruiting practices. To further enhance the application process the district will also seek to acquire web-based, fully automated application process that will appeal to tech savvy educators.</p> <p>The district will contract with Ventures for Excellence for training of district and school administrators in interviewing protocols and procedures for selection of highly effective teachers.</p> <p>For retention, the use of the TAP system will provide opportunities for teacher recognition and advancement through a differentiated staffing system of “career,” “mentor” and “master” teachers. The system also includes the leadership development of principals.</p>
<p>There is a process to evaluate principals' abilities to demonstrate behavioral competencies of instructional leadership</p>	<p>The LEA has an evaluation instrument in place, but it is not aligned with behavioral competencies of instructional leadership required for school turnaround.</p>	<p>The LEA has not clearly defined the indicators and competencies of instructional leadership necessary to have a successful educational program. The past leadership, while strong school managers, were not able to fully embrace or implement the level of instructional leadership required to meet state and national standards.</p>	<p>Through partnering with ASU to implement the TAP System, the school principals will be trained in the research-based processes of academic improvement, quality instructional practices, curriculum knowledge, and the use of and communication of student progress. Principal evaluation will be based on the TAP school review which measures levels of implementation of TAP and on school-wide value-added student achievement data. The TAP systems spells out indicators and</p>

			evaluation tools for determining compensation and performance incentives. Evaluation of teacher effectiveness will be conducted 4 to 6 times during the year providing the principal with formative data related to the evaluation of his/her effectiveness.
The LEA aligns personnel evaluations to effective instructional performance.	<p>The LEA recognizes the need for and has begun seeking out quality, research based evaluation instruments. The TAP system has been recognized as a comprehensive system of improvement and is being sought as a component of the SIG.</p> <p>The principals at both school and the instructional coach at the high school have utilized the West Ed T4S for as one tool to improve instruction.</p>	<p>The LEA has attempted to improve instruction and teacher performance without formally aligning and implementing an aligned teacher evaluation instrument. It was also recognized that insufficient data was used in the evaluation process.</p> <p>The TAP system will inherently include multiple sources of data to generate more complete evaluations that are aligned with expectations.</p>	<p>School improvement planning meetings addressing the need for aligned personnel evaluations have included stakeholders from the governing board, parents, school and district leadership teams. In recognition that the LEA does not possess the knowledge, time and resources necessary to develop new evaluation instruments, the TAP System was selected. The district will partner with ASU to implement TAP. The TAP system includes a well defined plan for training teachers and principals in the evaluation expectations and procedures.</p> <p>The four elements of the TAP System will provide the basis of effective evaluations through the practice of the system's four basic elements. For example, element 3 systematically connects evaluation to effective teaching of students through "instructionally focused accountability." Specifics of "teaching skills, knowledge and responsibility standards" are detailed in the attached TAP document on pages 10 -14. Under the TAP evaluation system</p>

			<p>multiple sources of data will be used to evaluate teachers. Teachers will have 4 to 6 evaluations using the TAP instructional rubric. Additionally, school wide and class student growth data will also be part of teacher evaluation. To monitor progress, principals and master teachers will perform daily walk-throughs. Data from walk-throughs will provide continuous formative data that will guide the continuing, embedded professional development of teachers.</p> <p>The TAP system will include multiple sources of data to generate more complete evaluations that are aligned with expectations.</p>
<p>The LEA has a process and procedures in place to exempt schools from district policies that restrict innovation; i.e. staffing, budgeting, and scheduling.</p>	<p>The LEA governing board members have formally adopted the Transformation model of school improvement, have participated in the planning meetings of the district leadership team and are supportive of changes that need to be implemented in terms of staffing, budgeting and scheduling.</p>	<p>District policy development and school leadership have been conducted in the absence of regard for and connection to school and student academic achievement.</p>	<p>Through LEA leadership and governing board participation in the continuing school improvement leadership team, the LEA and governing board will fine tune and adjust board policy to facilitate the continuing improvement process.</p> <p>Policy considerations will be addressed during planning, writing and implementation of the school improvement grant and will have timely board action to insure effective execution of the intervention model.</p>
<p>District has a plan to monitor implementation of the intervention model or school improvement plan. This</p>	<p>The LEA governing board has taken appropriate action to ‘non-renew’ the contracts of Will be done as part of the</p>	<p>School leadership lacks the vision and ability to effectively embrace and implement school improvement practices. New leadership needs to be</p>	<p>The LEA will put in place a School Improvement (Transformation) with experience in school improvement who will work with school principals and</p>

<p>would include processes to be used, timelines, benchmarks, consequences, etc.</p>	<p>turnaround plan.</p> <p>The LEA has created the position of Director of School Improvement (Transformation) to closely monitor implementation and will report to the superintendent weekly and governing board monthly plan progress. The TAP system provides a solid outline of scientifically research based practices and procedures which will lead to quality improvement of the instructional program.</p>	<p>put in place at both schools. The high school principal needs to be an instructional leader with demonstrated and successful implementation of school improvement strategies and processes.</p>	<p>leadership teams to establish and systematically implement the school improvement plan of the district.</p> <p>The LEA recognizes that it needs to formalize the transformation model into a clear plan including timelines and benchmarks with adequate consequences for shortcomings. The Director of School Improvement (Transformation) will be responsible for developing a monitoring plan of the transformation model implementation. The plan will include all processes, tools, benchmarks, timelines, and consequences.</p> <p>The Director of School Improvement (Transformation) will provide timely reporting to superintendent and governing board.</p>
<p>Standard 2: Curriculum, Instruction and Professional Development</p>			
<p>The LEA has core curriculum that is evaluated and revised annually. Programs & practices are evaluated and discarded in a timely manner if they do not show measurable learning results</p>	<p>The LEA leadership have recognized the There is a core curriculum with curriculum maps and pacing guides completed by staff beginning of 2009 school year. Is effectively executed at the K-8 school.</p>	<p>School leadership failed to implement and use the curriculum tools available to them. Monitoring of teacher use of curriculum maps is inconsistent. Principal and master teacher need to work diligently at monitoring teacher use of lesson plans.</p>	<p>The standards-based curriculum will continue to be evaluated and revised annually. The Master Teacher (ATC/ Instructional Coach) with assistance from the Mentor Teachers (RTI, & Technology coaches) will provide formal and embedded training for teachers on effective lesson design based on the curriculum maps and using strategies from the TAP “Teaching Skills, Knowledge, and Responsibilities Performance Standards” rubric.</p>

			<p>The School Leadership team (principal, master and mentor teachers) will monitor implementation of the curriculum by weekly review of lesson plans and their correlation to curriculum maps and pacing guides.</p> <p>As data is established to evaluate effectiveness of programs and practices the leadership team will maintain or discard as appropriate.</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>The Director of C & I with school principals coordinates and provides PD based on PD plans linked to school improvement needs. During the 2009/2010 school year White Cone had an ATC staff member working as the instructional coach providing embedded PD throughout the school year. The focus was embedded practice of research based “Best Practices” and instructional strategies in each of the classrooms. Modeling of practices and strategies was provided throughout the school year.</p>	<p>White Cone HS has a lack of instructional leadership beyond the Instructional Coach, and there existed a serious disconnect between administrative and instructional leadership at the school. The effectiveness of the instructional coach was evidenced by student transference of instructional strategies into assessment.</p> <p>The school needs a new principal with instructional leadership strengths to effectively lead the Master and Mentor teachers as they lead the classroom teachers to an effective level of instruction.</p>	<p>The district Director of Curriculum and Instruction (Professional Development) will coordinate with the Director of School Improvement (Transformation) to design and implement the PD plan through the school’s Leadership Team. The school’s Leadership Team consists of the principal, Master Teacher (Instructional Coach), Mentor Teachers (RTI Coach, Data Coach, Technology Coach). The TAP instructional improvement plan is to be implemented through teacher cluster meetings with the master and mentor teachers at least 3 days per week during designated collaboration times. Teacher training sessions will include weekly training in the TAP Performance Standards. Cluster teams will analyze student achievement data to guide planning for instruction and interventions. Master and Mentor teachers will provide training, model practices, and monitor teacher</p>

			implementation with walk-throughs and observations of teacher practice. Cluster team meetings will focus on analysis of student data, planning for interventions, implementing systematic changes to instruction, and monitoring continuous school improvement.
The LEA has negotiated the necessary changes in collective bargaining agreements to provide the LEA/principals with greater control over hiring, placement, retention of staff.	This process has begun and will be pursued as part of the district's continuous improvement work. There is no collective bargaining group, although a few teachers are outspoken members of the state's teacher's association.	District staff and personnel are just becoming aware of the transformational changes being demanded by federal and state school improvement actions and expectations. The district is so small that it is not able to have a fully staffed Human Resources department which inhibits the district's ability to stay current with or ahead of continuous improvement in personnel areas.	The district is continuously working with its legal advisors to annually improve and align all personnel contracts with emerging policies, laws and expectations. The TAP evaluation system will be implemented and used to evaluate and dismiss ineffective teachers and principals within contract and employment law.
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 district has a teacher evaluation system according to Board policy and State guidelines. However, district leadership recognizes the need for a more effective evaluation system. District leadership also recognizes it lacks the expertise and staffing necessary to develop effective and aligned evaluation instruments. The district is therefore arranging a partnership with ASU to adopt the Teacher Advancement Program (TAP). TAP is a research-based program for teacher evaluation based on improving	The district's evaluation instruments do not align with current and emerging instructional practices. Evaluation instruments have not connection to student achievement. New evaluations that are grounded in scientifically based research and that are connected to student achievement are needed.	The TAP evaluation system with be implemented and used to evaluate and dismiss ineffective teachers and principals within contract and employment law. Through the TAP system, teachers will be evaluated 4 to 6 times per year. TAP evaluations are fully aligned with instructional expectations and will provide valid data for teacher improvement and retention or dismissal decisions.

	teacher performance.		
The LEA has a systematic process for measuring quality instruction and student engagement including walkthrough procedures	Use of the West Ed T4S instrument has been implemented at Jeddito PS and introduced at White Cone HS. The ATC/Instructional Coach conducted and documented regular walkthroughs.	There has been a disconnect between school leadership and the /Instructional Coach's efforts to improve instruction. The LEA needs to put into place school leadership committed to the school improvement model, the school vision, and the TAP system.	The transformation plan includes a dual approach to improving and measuring quality instruction and students engagement. The adoption of the TAP System provides the school leadership team with an Instructional Rubric that defines quality instruction with ongoing professional development.
The LEA has a systematic process enabling teachers to collaborate during the work day to use data to improve instruction.	The ability of teachers at WCHS to collaborate during the work day has been encourages through scheduling for team teaching in the areas of math and English. At K-8 teachers are scheduled into collaborative teams for using data to inform instruction. This process has a history of inconsistency at the high school.	There was inconsistency in the support and accountability of teacher collaboration, practice and support of the ATC/instructional coach. A school wide, systematic plan of embedded PD with administrative support, accountability and follow through.	Through implementation of the TAP system coupled with a new and expanded instructional leadership team school and teacher schedules will be adjusted to provide collaborative conversations about the embedded PD between teachers and instructional coaches (Master and Mentor teachers).
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	The district has a data warehouse system robust enough to accomplish this level of disaggregation and analysis.	Principals and teachers have not applied the training they have received to utilize the data warehousing system. The formative, benchmark, summative, pre- and post tests have developed to generate the necessary data to drive decision making, instructional improvements, and to increase student achievement.	The district will expand its use of FOCUS, its web-based data warehouse system to collect, analyze, and report student achievement data down to individual student performance. Teachers and administrators will be trained on the use of the system for programmatic and instructional decision-making and progress monitoring.

<p>The measurement of student learning is used to better support systemic, programmatic and instructional decisions, and is part of the core work of the district and schools.</p>	<p>Data is used systematically at Jeddito (K-8) and inconsistently at the high school for decision-making.</p>	<p>WCHS has not systematically generated, nor used, a set of student data. WCHS does not have a “data room” or other appropriate place for posting and using individual, class and school wide data. The school has not yet hired a data coach to systematically institutionalize the use of data.</p>	<p>The district has developed a comprehensive assessment plan for White Cone High School. For each course, the plan includes initial screening assessments, formative assessments, and quarterly benchmark assessments. The assessments are linked to the Arizona Academic Standards and the curriculum maps and pacing guides developed to teach them. The assessments will be generated through the A+ Solutions system which provides instructional software to provide supplemental and intervention instruction. Hence, as students take the assessments (screening, formative, benchmark) the system will generate a prescription for use of the A+ software which the teacher can assign as appropriate.</p> <p>The data generated as a result of each assessment will be reviewed by the teachers and Master Teacher during cluster groups in order to make decisions about instruction and intervention. The data are predictive of success on the AIMS test and on A+ system summative assessments. As teachers develop their lesson plans, the data will inform instructional decisions, differentiation, interventions, and use of learning resources such as the A+ System.</p> <p>The School Leadership Team will use the data as a basis for evaluating the</p>
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			<p>effectiveness of programs, curriculum, and teachers. If mid-course corrections are needed, they will be justified on the basis of the data. The conclusions reached from data analysis will drive professional development planning, teacher evaluation, and program evaluation.</p> <p>Goals for each year will be established based on the data including the student achievement data.</p>
<p>Clear LEA/school goals are set based on what students need to know, think, and do for personal, economic, and civic success for the 21st century.</p>	<p>The ATC/Instructional Coach) at WCHS, during the 2009/2010 school year, began having teachers incorporate 21st century skill sets into instruction. During the course of the school year some lessons by some teachers included 21st century skills.</p>	<p>Teachers and leaders have not been instructed to the level required for them to incorporate this set of student skills into their lesson planning, instructional conversations and instructional decision making.</p> <p>Multiple trainings throughout each school year for the next 2 to 3 years need to be conducted to indoctrinate instructional teachers and leaders in the 21st century skill set. Leaders then need follow up by expecting to see these skills embedded in lessons and hold teachers accountable for having these skills as an integral part of their lessons.</p>	<p>In consideration of the Arizona goals and objectives for implementation of a program to develop the 21st Century Skills in every district for every student, Cedar USD will embed these skills into its Transformation model. The district Director of School Improvement (Transformation) will work with the Leadership Teams at the elementary school and the high school to embed the 21st Century Skills and Themes into the curriculum and instruction.</p> <p>The school leadership teams will set goals for the development of the 21st century skills for all students. The Master Teacher will provide training and support to teachers in designing and delivering lessons that include the development of 21st century skills across the curriculum.</p>

<p>The LEA has a system in place to train and support teachers in using data to drive instruction.</p>	<p>The district and school have purchased the tools and may purchase the trainings required to achieve truly student driven instruction based instruction and to develop a systematic school wide reliance on data for instructional decision making in all core subject areas.</p> <p>Software, instructional tools, and hardware that is capable of generating data this predictive, prescriptive, formative, and summative.</p>	<p>The district and school have not developed a cultural reliance on data with conversations about individual and groups of students to drive instruction. Previous trainings have not been followed up with assistance through instructional coaching and teacher accountability for putting the training into practice.</p> <p>Research based processes of embedded PD through coaching by master and mentor teachers need to be consistently implemented at WCHS. The embedded PD needs to be in areas of research based assessment practices of formative, summative, benchmark, pre and post testing.</p>	<p>The use of data to guide instructional planning and to evaluate the effectiveness of instruction will become a routine part of cluster meetings through TAP. The TAP Master Teacher Leader and the Master Teacher will train teachers to analyze data as a starting point for designing instruction. Formative data will then provide a basis for assessing the effectiveness of that instruction.</p> <p>As teachers continue to analyze data for the purpose of planning instruction and interventions, the link between teaching and learning will become clear. The Master Teacher will provide systematic training in the instructional elements in the TAP Instructional Rubric. As teachers implement them, they will use formative and benchmark data to determine their effectiveness.</p> <p>The TAP program provides the basis for teacher evaluation and links compensation to effectiveness and student achievement. This creates a greater need and interest on the part of teachers for looking at, reflecting on, and using data.</p>
<p>Standard 4: Culture, Climate, and Communication</p>			

<p>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>	<p>During school year 2009 school board members have become involved and attending working sessions of school restructuring and improvement planning for WCHS. Meetings have been held at the school and at community “chapter houses” to increase involvement of all stakeholders of WCHS.</p> <p>The school board and district leadership believes in our students and is willing to work together to achieve the goals of this school improvement process.</p> <p>The area does not have an organized and active educator association in the community.</p>	<p>The knowledge and experience level of key stakeholders and staff members is inconsistent with the required levels of communication and action for highly effective cultural change.</p> <p>The improvement plan will also need to include the means of strengthening the knowledge base and practices of the key stake holders, to include school board working sessions.</p> <p>The program focus will need to shift to creating a climate of positive expectations.</p>	<p>There is a sense of importance about school improvement that is bringing together the Governing Board, district administration, school administration, school improvement teams, and parents. During the planning process for this plan, there was broad representation at the meetings so that all voices were heard. There was extensive discussion about what to change, how to change it, and what the change will mean to all the stakeholders. There is consensus that change must occur. The foundation has been established.</p> <p>As the planning and implementation process continue and the Director of School Improvement (Transformation) is selected and hired, s/he will inform all concerned constituents about changes and progress toward goals through meetings, website, and written updates. Newsletters will be sent to the parents and community monthly. The Transformation process and progress will be an ongoing item on the agendas of Board meetings, staff meetings, parent meetings, and cluster teams.</p> <p>The changes will include new leadership at both schools, implementation of a teacher and principal evaluation system that ties performance and student achievement to compensation and career advancement, and restructuring of</p>
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			support the transformation.
<p>The LEA sets school improvement as a priority and adheres to the implementation and monitoring of the school's goals, including consistently monitoring improvement timelines for student achievement.</p>	<p>The school district's Governing Board has actively participated in community meetings, presentations to Chapter houses and in school improvement planning meetings during the development process of the school improvement plan and the adoption of the Transformational school improvement model.</p>	<p>School leadership has been inconsistent in their school improvement practice and monitoring of teachers. School administrators have not exhibited a high level of professional efficacy.</p>	<p>The district has a high level of expectation for the results of the school transformation plan. In this rural, isolated, reservation setting, the schools need the support of a major restructuring effort. To ensure successful implementation and accountability, the district will hire a Director of School Improvement (Transformation). The Director will be empowered to hold schools and school personnel responsible for implementing with fidelity, monitoring progress, meeting goals and timelines, and responding to emerging needs.</p> <p>The Director of School Improvement (Transformation) will report directly to the Superintendent. Reports on progress will be made monthly at Governing Board meetings, district leadership team meetings, and school faculty meetings. The director will maintain communication with the ADE and submit all reports on time.</p> <p>The project resources will be managed responsibly. An ongoing assessment of resources needed for success will be translated into budgets and approved program revisions.</p>

<p>The LEA has a valued culture of high expectations for student achievement including established vision, mission, and goals</p>	<p>The parents, community member, the governing board and LEA believe that students in the communities served by the LEA can and will be successful with improved leadership and instruction. The governing board has taken action to insure that new leadership is found for the next school year.</p> <p>The LEA has, on staff, federally funded home liaison and parent involvement staff and high school counselor who could provide valuable services to students and families in the community.</p>	<p>The expertise, experience and knowledge in research based practices do not currently exist to bring about dramatic improvement in parent/family involvement and improved student achievement. The LEA is lacking in training and tools for home liaison and parent coordinator staff to involve families in student learning and achievement.</p> <p>Training in specific scientifically based skills, activities, procedures and/or programs designed to improve student and family involvement, and student self-efficacy in learning and achievement.</p>	<p>High expectations are the result of a sense of possibility, of vision and mission, and of evidence that the expectations are attainable. The Transformation model will require leadership that purposely and consistently develops a positive attitude: a belief in the ability of students to learn, teachers to teach, and leaders to lead.</p> <p>Through the implementation of TAP and embedded professional development, teachers will learn effective instructional methods resulting in improved student learning. As learning improves, expectations of students and teachers will improve.</p> <p>The district and school leaders will be responsible for developing a sense of “winning team”. Student achievement will be displayed and celebrated. Small wins will be used to motivate big wins.</p> <p>Teachers will be engaged in collaboration and communication around teaching and learning. They will have opportunities to grow professionally and be compensated for it. There will be opportunities for career growth.</p> <p>The district and schools will set goals based on growth rather than on the attainment of a fixed level of achievement. All students can grow and all teachers can help them grow. This is</p>
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		<p>attainable, and the schools will have high expectations for seeing growth in every student.</p> <p>The high school will initiate a Freshman Academy as a transition class for all Freshmen to ensure that they develop the 21st Century skills needed to succeed in high school, in post-secondary education, and the workplace. The curriculum will focus on developing an attitude of success, organizational skills, technology skills, collaboration skills, research skills, critical thinking, creativity, and communication skills. These are developmental assets that are important to their success.</p> <p>To create a climate of high expectations and success, the district will implement the research-based proven Positive Action program. The mission of the <i>Positive Action</i> (PA) program is teaching and reinforcing positive actions for a lifetime of health, happiness, and success. PA defines success and happiness as feeling good about who you are, what you do, and how you treat others. The program will be initiated with two target groups:</p> <ol style="list-style-type: none"> 1. All Freshmen will participate in a Freshman Academy that includes the Positive Action curriculum to build a positive sense of self and future; 2. Parents and families will participate
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			in Positive Action Family classes during which families do lessons and activities together to learn positive actions as individuals, family members, parents, and members of the community.
All staff members are held accountable for increased student achievement.	<p>The performance of the school demonstrates that such accountability does not exist. The LEA and school lack strengths in this area.</p> <p>District leadership recognizes the need for increased accountability. District leadership also recognizes it lacks the expertise and staffing necessary to develop effective and aligned such instruments. The district is therefore looking to the TAP system as a research based program to resolves accountability issues.</p>	Shifting instructional and student achievement expectations have left the district scrambling for teacher evaluation and accountability measures that match state and national standards. The LEA lacks the personnel and resources to adequately address this weakness. The LEA needs to find trusted experts, grounded in scientific research, with which leaders make work to systematically implement the instruments and practices to reach increased levels of student achievement.	<p>The essence of the TAP program is one of expectation for effective teaching and increased student achievement. This is reinforced through the daily walk-throughs, the four to six annual evaluations, and the compensation package related to teacher performance, schoolwide student achievement, and classroom student achievement. The expectation for improved teaching is reinforced during every cluster meeting as teachers analyze student data and use it to plan instruction.</p>
The LEA is committed to involving community/parents in the restructuring process including communicating current reality, new vision, buy in, and silencing of naysayers.	Parents, community members, and school board members have participated in school improvement planning meetings at the district office, White Cone high School and community Chapter Houses. School board members have taken time out of their work days to attend these meeting and have actively participated in the planning process. The improvement plan, application and organization chart for WCHS is the	<p>Experienced and effective instructional leaders at both schools and the resources to attract and retain such personnel.</p> <p>Training in specific scientifically based skills, activities, procedures and/or programs designed to improve student and family involvement, self-efficacy in learning and achievement.</p>	<p>District leadership has begun the process of involving community and parents in the transformation process. Approximately 55% of students at the high school were represented by parents during meetings regarding restructuring. They responded very positively to the information about the changes that need to be made and the reasons they need to be made.</p> <p>Parents want their children to get a good</p>

	<p>collaborative result of the involved stakeholders.</p> <p>A common recognition of the need for improvement is held among the stakeholders. Parents and community members have expressed the desire for improved instruction along with raised expectations for their children</p>		<p>education; they want better for their children than they have had in this high poverty environment.</p> <p>As noted above, the district will initiate Positive Action Family classes. Parents and families will participate in Positive Action Family classes during which families do lessons and activities together to learn positive actions as individuals, family members, parents, and members of the community.</p>
Standard 5: Resource Management			
<p>The LEA has prioritized the reallocation of resources to schools in improvement including personnel, funding, programming, etc.</p>	<p>The district has a very competent business office consultant who oversees, reviews and manages the district's finances effectively and efficiently. The district also has a professional grant writing and consulting group that assists the district and school leaders with the planning and writing of federal programs. The consulting group also assists the district and school leaders with management and distribution of program resources.</p>	<p>LEA resources have continuously diminished during the past couple years due to state wide cuts, poor economic conditions and declining enrollments which have plateaued during the 2008/2009 and 2009/2010 school years.</p> <p>A very consistent and systematic approach to reviewing, prioritizing, and evaluating the use of district and federal resources in both schools.</p>	<p>The district is reprioritizing its resources in the light of its focus on transformation. The implementation of the Transformation Model will shift funding, personnel, and programming in ways that require creating new positions, changing evaluation and compensation systems, creating a comprehensive assessment system, and implementing intensive professional development. The district will redirect allocations from its local, state, and federal funding to support and sustain the planning improvements.</p>
<p>LEA leverages funds in order to design a viable sustainability plan for future years.</p>	<p>The school improvement grant plan is designed to build sustainability in leadership and instructional staff.</p> <p>Contract language and strong financial leadership that allows for judicious</p>	<p>The district has experienced such huge budget cuts during the past couple school years that there are no additional M & O funds to leverage.</p> <p>The LEA needs to work with the</p>	<p>The SIG funds will be used to build capacity through professional development, initiating a new teacher and administrator evaluation system, updating curriculum, and implementing research-based programs. As capacity is</p>

	management of LEA funds.	District's leadership team and consulting (business and federal programs) resources to more effectively allocate all available resources for future sustainability.	developed and systems are institutionalized, costs will decrease and will be absorbed into M&O and other state and federal budgets.
The LEA Consolidated Plan includes strategies/action steps aligned to school improvement needs (Sustainability)	The District leadership recognizes the need to experienced and capable school leaders who will contribute to revision and execute of the LEA's Consolidated Plan. The LEA has in place an experienced and knowledgeable consulting group that works with the district continuously to improve the Consolidated Plan.	There are inconsistencies in the leadership of schools in the planning and use of the Consolidated Plan. A very consistent and systematic approach to reviewing, writing and executing the LEA's Consolidated Plan.	The Cedar USD Consolidated Plan will be aligned to the Transformation Plan so that the goals and strategies for the district support and sustain the transformation. The district will align all school improvement plans to the district Consolidated Plan so that school improvement in both schools reflects the overall Transformation design for the district. Transformation at all levels will be in compliance with the state and federal guidelines.

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 governing board members have formally adopted the Transformation model of school improvement</p> <p>The Superintendent has informed students and staff of the transformation coming. He has held meetings with parents and community members at the high school and community Chapter Houses, local tribal governance facilities.</p> <p>The LEA governing board has taken appropriate action to ‘non-renew’ the contracts of the Tier I and Tier III school principals. Positions have been posted and the development of improved selection processes has begun.</p> <p>Staff who are in need of improvement are provided support through improvement plans, staff who are not meeting expectations despite district support are non-renewed.</p> <p>The district has chosen to partner with ASU in implementing TAP as its evaluation and compensation system.</p> <p>The district has used Prop 301 funds to reward teachers for student achievement.</p> <p>The principals at both schools and the instructional coach at the high school use the West Ed T4S for as one</p>	<p>The district will provide intensive embedded professional development for the purpose of improving teaching to impact learning. At the high school, the current ATC will become the Master Teacher to lead formal and embedded PD. She will work with the Regional TAP leader to prepare teachers to meet the criteria for effective teaching that is described in the TAP Instructional Rubric. (July 2010 and ongoing)</p> <p>At the high school the Master Teacher will work with the teachers in cluster teams for training, analyzing student data, planning instruction, and monitoring progress. Two Mentor Teachers will each support a cluster team as they analyze data, plan, and teach. (July 2010 and ongoing)</p> <p>The high school will implement a comprehensive student assessment system including initial screening assessments, formative assessments, and quarterly benchmark assessments. The assessments are linked to the Arizona Academic Standards and the curriculum maps and pacing guides developed to teach them. (July 2010 and ongoing)</p> <p>The high school will implement a structured RTI program based on student progress data. Students will receive interventions through small needs</p>

	<p>tool to improve instruction.</p> <p>The LEA has created the position of Director of School Improvement (Transformation) to closely monitor implementation and will report to the superintendent weekly and governing board monthly plan progress.</p> <p>Curriculum maps and pacing guides aligned with the Arizona Academic Standards were developed and implemented in 2008-2009 and updated for 2009-2010.</p> <p>White Cone High School has had an ATC providing embedded PD throughout the school year. The focus was embedded practice of research based “Best Practices” and instructional strategies in each of the classrooms.</p> <p>At K-8 teachers are scheduled into collaborative teams for using data to plan instruction. They are fully prepared for transitioning to TAP and the cluster team concept.</p> <p>The district has a data warehouse system robust enough to support use of data for instructional and programmatic planning and progress monitoring.</p>	<p>grouping in the classroom, assignments in the A+ online instructional system, after-school interventions, and SES. (July 2010 and ongoing)</p> <p>Tutoring will be provided in the evenings at the community Chapter Houses in order to connect with the community and to increase student opportunities to learn. (Aug to April each year)</p> <p>A Freshman Academy will be a required class for every Freshman. The students will learn the skills they need to survive and thrive in high school and beyond. (Aug 2010)</p> <p>Positive Action, a proven character education and prevention program, will be a component of the Freshman Academy. Students will develop high expectations for themselves and will have the support they need to succeed. (Aug 2010 and ongoing)</p> <p>Positive Action Family Classes will be a key family engagement strategy. Parents will learn to create positive home environments and to provide positive support for their child’s education. (Sept 2010 and quarterly)</p>
<p>Describe the process the LEA will use to screen and select quality external providers;</p>	<p>The district has selected ASU for implementation of the TAP program.</p>	<p>The District will follow procurement procedures in screening and selecting external providers. ASU will be a partner for implementation of TAP, a nationally recognized program. ASU is a quality provider working in collaboration with ADE. Any other providers will be screened and selected based on solid evidence and approval by ADE.</p>

<p>Alignment of other resources;</p>		<p>Going forward the district will focus its resources on its comprehensive school transformation plan. It will reorganize staff to address the identified needs and the elements of the transformation plan.</p>
<p>Policies and Practices LEA will modify to enable its schools to implement the selected intervention(s) fully and effectively</p>	<p>Legal counsel working on the writing of contracts to be consistent with legislative changes and school improvement guidelines.</p> <p>Changes in recruiting, hiring and retention.</p> <p>Changes in evaluation instruments and process.</p> <p>Changes to professional development at both schools.</p> <p>Changes to the daily schedule to increase student learning time and teacher/coach collaboration time. The daily schedule will be adjusted to maximize learning for both students and teachers.</p>	<p>The district will implement TAP as a teacher and principal evaluation and compensation system. This will require significant changes in practices related to professional development, instruction, evaluation tools and processes, career opportunities for teachers, and compensation based on effectiveness and student achievement.</p> <p>A revised comprehensive assessment plan will be implemented to provide data for programmatic and instructional decision-making.</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.

As the snapshot of STAR Math, STAR Reading, TerraNova and AIMS data above indicates, our White Cone High School students are suffering greatly from very weak reading skills/abilities and are struggling in mathematics as well. In spite of its' low academic performance White Cone High School does not exhibit the extremes of anti-social and violent behaviors often associated with low performing high schools. The behavior data suggests that the culture and values of the local communities were a contributing factor and that the high school leadership was a very proficient and effective dean of students, but lacking in instructional leadership. The following breakout is provided

Data Used	Observations	Findings	Root Causes	Conclusions
Safe Schools Incident Reporting Data	WCSH students demonstrate low incidents of destructive and self defeating adolescent behaviors, acting out and other behaviors disruptive to the learning process. Even though incidents of misbehavior are low at WCHS, an effective and positive behavior plan used consistently in all classrooms is absent from the school. During the 2009/2010 school some basic research based classroom management and behavior practices were being introduced by the ATC/Instructional Coach) and students and teachers	Students demonstrate behaviors that are conducive to learning in a rich and robust classroom with an effective and engaging teacher. During the 2008/2009 school year only 3% of students were involved in Bullying or Harassment and no serious incidents of fighting or physical threat were reported. In the previous school year about 19% of students were involved in serious incidents. There exists an atmosphere of passive teacher discipline in	The high school does not have a systematic discipline program. Discipline is a personality function; the principal is a strong disciplinarian, but there is no common expectation or system to drive discipline in the classrooms. Teachers are not trained in classroom behavioral management which impact classroom instructional management.	The selection process for a new White Cone High School principal must require the candidate selected to have demonstrated experience in both student behavior management and positive discipline as well as demonstrated instructional leadership skills. It is also critical that the leader of White Cone High School be able to build teacher and student efficacy.

	were responding positively to these practices.	classrooms, but a school wide atmosphere of strong, fair and consistent discipline from the school principal is evident. Serious incidents are consistently dealt with and appropriate consequences, such as suspension/expulsion, are followed through on, from school to governing board levels of action. Discipline is handled in a very calm and professionally respectful manner.		
Student achievement data in mathematics (STAR, TerraNova & AIMS)	Classroom walk-throughs, conversations with students and staff and on-going observations.	Less than one third of White Cone students are demonstrating grade level performance in mathematics.	Inconsistent and weak instruction coupled with low expectations and extremely low levels of teacher efficacy are the primary contributors to low levels of student achievement.	Mathematics instruction must improve with the goal of having students achieve two years of academic growth for each year of attendance. A math intervention program that is scientifically research based must be implemented to assist students in reaching the necessary levels of achievement to graduate with an acceptable level of competency.
Student achievement data in reading (STAR, TerraNova & AIMS)	Classroom walk-throughs, conversations with students and staff and on-going observations.	White Cone students demonstrate even weaker performance in reading less than 6% of students performing at or near grade level.	Inconsistent and weak instruction coupled with low expectations and extremely low levels of teacher efficacy are the primary contributors to low levels of student achievement.	Reading and language arts instruction must improve with the goal of having students achieve more than two years of growth per school year. That the reading intervention program at White Cone

				High School must be strengthened by training a certified teacher with strong personal reading skills to lead the program.
Parent engagement at White Cone High School : attendance at quarterly conferences and parent activities.	Parent attendance at school functions such as conference nights and parent/community meetings.	<p>It was noted during the 2008/2009 and 2009/2010 school years that parent attendance at school functions increased when student performance was a part of the function.</p> <p>As the result of Parent/Community meetings related to school improvement, parents stated they wanted increased academic expectations and improved instruction.</p>	<p>Transportation and other weather and economic factors continue to hamper parent ability to come to the high school.</p> <p>Written and telephonic communications often breakdown and the school does not effectively use the community resource of Chapter Houses.</p>	<p>White Cone High School must improve and expand available means of communication with parents. The school must understand that printed flyers and school websites and often telephone are ineffective and unreliable means of communications with parents.</p> <p>Parent Involvement Coordinators and Home Liaisons must receive additional training to become effective school resources.</p> <p>White Cone school leadership must reach out to parents through the community resource of the Chapter House.</p>

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>
Standard 1: Leadership					
Students exhibit positive behaviors.	Effective discipline plan and consequence rubric is in place.	Students need to develop an intrinsic desire and efficacy toward academic achievement.	Improved instructional practices and teacher efficacy.	Low levels of teacher and para-professional efficacy.	Cedar USD (LEA) is isolated physically, culturally and technologically and therefore is hampered in its efforts to attract and retain qualified and effective teachers and leaders.
An interest in learning.	A modern school facility with access to technology.	Leadership that creates a positive and effective learning environment.	Highly effective leadership for transforming the school for dramatically improved teaching and learning.	The school is five years old and has never had an instructional leader. A new principal will need to change the culture to one of high expectations and skilled teacher performance.	The remoteness of the district is a challenge in attracting and retaining transformational leaders.
Standard 2: Curriculum, Instruction & Professional Development					
Students display positive attitudes and behaviors toward instruction, staff and their school.	White Cone High School has some native American staff that interact positively with students. Interactions between teachers and students is generally positive.	Students need high quality instruction and interventions to close learning gaps and increase graduation rate.	Highly effective instructional practices to dramatically improve student achievement.	Low levels of teacher, and para-professional instructional effectiveness and expectations.	Because of its remoteness and its lack of aggressive recruiting, the district historically has experienced difficulty attracting and retaining quality teachers.

Ability to learn when taught well.	The district is small enough to create and support effective learning communities	Well-trained teachers with effective and motivating instructional skills.	A structured program for formal and embedded professional development in research-based instructional models.	Lack of leadership for structured improvement of teaching and learning. Lack of PD plan, expectations for implementation, and consequences for implementation of PD.	Lack of internal district resources for providing intensive professional development in effective teaching.
Desire for more rigorous and relevant courses in order that they can learn more content .	The district has curriculum maps and pacing guides aligned to the Arizona Academic Standards.	Courses of study that are rigorous and supportive of learning.	Updated standards-based curriculum to improve rigor and relevance into the course of study. Teachers who can translate the curriculum maps and pacing guides into effective instruction.	The school needs leadership and professional development to support teachers in effective use of the curriculum and delivery of instruction.	The district has had no system-wide curriculum and instruction plan. Each school has been an island.
Standard 3: Assessment					
Students respond well to data reflecting their learning.	The schools are able to assess students regularly and students participate without disruption or incident.	Students need a system of assessment that monitors their learning and informs the instruction they receive.	System needs to develop a systematic approach to formative and summative assessment. The system needs to develop effective assessment practices that report individual, class, grade and school performance levels. Such practices need to be institutionalized so practices of gathering realistic data continues even though staff may	White Cone High School does not currently have effective assessment practices, policies or procedures.	The district has not established a district-wide system of assessment, data analysis, and use of data for programmatic and instructional decision making. Staff have not been trained to use data systematically.

			change.		
Standard 4: Culture, Climate & Communication					
Students demonstrate their willingness to participate in the learning community of White Cone High School.	The community wants a good education for their children.	Students need a climate of high expectations and support to drive achievement	The district needs a clear vision for student achievement and the resources and support required to actualize the vision. There is a need for a climate of high expectation for teacher performance.	Low teacher effectiveness and generally low student achievement lead to low expectations.	The district climate is based on its isolation, its low expectations for teachers and students, and its general acceptance of the status quo.
Standard 5: Resource Management					
Students use the materials made available to them and generally are good stewards of school resources.	The district has a capable business management and federal programs consultants who strive to keep the district in compliance at all times.	Students need supplemental instructional materials to enhance and improve their learning opportunities.	The district needs to strengthen its ability to serve White Cone High School with resources matched to student needs.	The school's curriculum lacks rigor in its execution and practice. Teacher to student and teacher to parent/guardian communication is insufficient to achieve the results desired	The district faces continued reduction in resources and state support of its day to day operations
<i>Student Strengths</i>	<i>System Strengths</i>	<i>Student Needs</i>	<i>System Needs</i>	<i>School Barriers</i>	<i>District Barriers</i>

C.3 Provide an outline of the steps the district will take to address the needs and barriers of the school, as well as, the district's needs and barriers in supporting this school.

Barrier: Lack of student behavioral system				
Strategy: Develop a schoolwide system of behavioral expectations and consequences that create a positive learning environment.				
Action Step	Status: In Progress or Not Begun	Timeline/Benchmark	Person Responsible	Evaluation System
Implement Positive Action as a component of the Freshman	Not Begun	Aug 2010	Principal	Evidence of full

Academy class; disseminate the basic principles schoolwide.				implementation
Barrier: Lack of instructional leadership				
Strategy: Recruit a strong Transformation principal with knowledge and skills in				
	Status: In Progress or Not Begun	Timeline/Benchmark	Person Responsible	Evaluation System
New Tier I high school principal will be sought with strong instructional leadership skills and other qualities required of an effective principal.	In progress – postings and advertising for the position has begun.	To be completed by early July, 2010.	Superintendent	Principal evaluation through TAP System.
New Tier III elementary (K-8) school principal will be sought with strong instructional leadership skills and other qualities required of an effective principal.	In progress – postings and advertising for the position has begun.	To be completed by early July, 2010.	Superintendent	Principal evaluation through TAP System.
Barrier: Low levels of instructional effectiveness				
Strategy: Implement TAP as a teacher evaluation system and professional development program.				
	Status: In Progress or Not Begun	Timeline/Benchmark	Person Responsible	Evaluation System
New teacher evaluation instruments to be put into place during SY 2010/2011 as part of the TAP System implementation under the 1003g School Improvement Grant	Not Begun	Throughout the 2010/2011 school year according to TAP System implementation practice.	Superintendent Director of School Improvement Director of Curriculum and Instruction School Principals	As provided by the in conjunction with the Regional TAP Specialist.

Barrier: Lack of comprehensive PD for improving instruction				
Strategy: Provide embedded professional development				
	Status: In Progress or Not Begun	Timeline/Benchmark	Person Responsible	Evaluation System
Continuous embedded PD to improve instruction and student performance will continue throughout the 2010/2011 school year. The instructional coach 5 provided embedded professional development during the (TAP Master Teacher) 2009/2010 school year and will expand efforts through and in conjunction with the TAP System with two TAP Mentor Teachers providing embedded PD as directed by the Instructional Coach and the TAP Regional Specialist.	Embedded PD in progress, TAP System Not Begun.	Weekly reports to the Director of School Improvement and Monthly reports to the Superintendent.	Director School Improvement and Instructional Coach/Master Teacher (TAP)	Evidence of full implementation
Barrier: Standards-based curriculum is not followed by teachers				
Strategy: Require use of curriculum and pacing guides as basis for lesson design				
	Status: In Progress or Not Begun	Timeline/Benchmark	Person Responsible	Evaluation System
Through new instructional leadership at the school and district (Director School Improvement) and continued embedded PD by Instructional Coach (Master Teacher) and Mentor Teachers instruction will be directly tied to standards.	Not Begun	To begin in July/August 2010	Principal Instructional Coach	Evidence of full implementation and copies of lesson plans, copies of standards.
Increased expectations and monitoring of teacher lesson plans by Instructional coach and Mentor Teachers correlation to standards will be improved	Not Begun	Weekly, at least one week in advance of instruction throughout 2010/2011 school year.	Instructional Coach and Mentor Teachers	Copies of lesson plans with Master/Mentor teacher comments and copies of standards.
Barrier: Lack of comprehensive assessment system				
Strategy: Implement comprehensive assessment system.				

	Status: In Progress or Not Begun	Timeline/Benchmark	Person Responsible	Evaluation System
Training in the assessment component of the A+ Curriculum assessment applications and follow through by the Instructional Coach and Mentor teachers.	Not Begun	July 2010	Director Curriculum and PD, Director School Improvement (Transformation), Principal	Training attendance record along with Evidence of full implementation, classroom observations.
Formative assessments used in the classrooms.	Not Begun	Weekly and end-of-unit points throughout the 2010/2011 school year.	Principal, Instructional Coach and Mentor teachers.	Weekly and end of unit assessment files and records as evidence of full implementation
Barrier: Climate of low expectations.				
Strategy: Create conditions that lead to success in teaching and learning in order to raise expectations.				
	Status: In Progress or Not Begun	Timeline/Benchmark	Person Responsible	Evaluation System
Implementing increased and consistent instructional expectations on teachers to increase student achievement through the TAP System and improved instructional leadership from the principal, instructional coach and mentor teachers.	Not Begun	Weekly, at end-of-units and quarterly in each subject area classroom	Director of School Improvement, Principal, Instructional Coach, Mentor teachers	Evidence of full implementation through monitoring of formative, end-of-unit and quarterly assessments.

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.

The Board Approved intervention model for Cedar Unified School District's White Cone (Tier I) High School is the Transformation Model. The Transformation model was selected over the Turnaround Model after careful examination, historical review and discussion of the LEA capacity to achieve the tenants of the selected model. Since the Governing Board had received and accepted the resignation of the high school principal the first step of both models was achieved. The district leadership team had identified the current evaluation instruments of principals and teachers to be

ineffective and in need of revision or replacement. Recent information gathered at Title I Coordinator meetings, presentations at the annual MEC and workshops with the ADE School Improvement and Intervention staff, LEA leadership learned of scientifically researched programs in the areas of teacher evaluation and efficacy, and recruitment and retention. By employing the expertise of contracted groups (ASU's Teacher Advancement Program and Ventures for Excellence) the LEA could increase its capacity immediately to improve both the evaluation and recruitment practices of the LEA. The district leadership team found that the involvement of the ATC/Instructional Coach) providing embedded professional development to be impacting student learning and performance. The ATC/Instructional Coach) will become the Master Teacher under the SIG with increased responsibility for guiding the efforts of 2 mentor teachers. Next the Transformational model calls for continuous use of data. Through the improvement grant a Data Specialist will be hired to build capacity in the staff for sustained use of data to drive instruction. The LEA will also be able to provide ongoing technical assistance through a Director of School Improvement (Transformation). Therefore it is the firm belief of the LEA leadership team and Governing Board that through the 1003g School Improvement Grant, the LEA will have the capacity to fully turnaround its' "persistently low achieving high school." Through intensive embedded professional development coupled with a research based teacher evaluation system, student achievement will be positively impacted.

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
White Cone High School	040181002544	X					<u>X</u>

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

SCHOOL NAME	NCES ID#	AYP Designation	Area of Need(s) Based on 2009 AIMS Assessment
Jeddito Public School	040181000325	WY	Math: 3 rd and 4 th grade; Reading: 3 rd , 6 th , and 8 th grade.

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

The LEA will serve its only Tier I school. The LEA has the two schools, White Cone High School (Tier I) and Jeddito Public (K-8) School, Tier III.

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	By the end of each project year, there will be an increase of 15% in the number of students who meet/exceed the reading standards as measured by AIMS.	2009: 21% Meet
Math	By the end of each project year, there will be an increase of 15% in the number of students who meet/exceed the reading standards as measured by AIMS.	2009: 13% Meet
Graduation Rate (for High Schools only)	By the end of each project year, there will be an increase of 10% in the graduation rate. 2011=44%; 2012=54%; 2013=64%; 2014=74%.	2008: 30%; 2009: 34%

For each Goal in:	Progress Monitoring Plan		Person(s) Responsible
	Process	Timeline	
Reading	Through implementation of the comprehensive assessment plan, student progress will be monitored through pre-tests, formative assessments, and progress monitoring assessments appropriate to the intervention needs of individual students. Quarterly benchmark assessments will provide predictive data and will be used to guide instructional planning and interventions.	Pre-test: 1 st week of school. Benchmark assessment: quarterly Formative assessments: at end of instructional units. Progress monitoring: Weekly or biweekly	Master Teacher RTI Mentor Teacher Classroom Teachers
Math	Through implementation of the comprehensive assessment plan, student progress will be monitored through pre-tests, formative assessments, and progress monitoring assessments appropriate to the intervention needs of individual students. Quarterly benchmark assessments will provide predictive data and will be used to guide instructional planning and interventions.	Pre-test: 1 st week of school. Benchmark assessment: quarterly Formative assessments: at end of instructional	Master Teacher RTI Mentor Teacher Classroom Teachers

		units. Progress monitoring: Weekly or biweekly	
Graduation Rate (for High Schools only)	The Counselor will meet with each student at the beginning of 9 th grade to develop their four year high school plan and their ECAP. The Counselor will meet with each student each semester to ensure they are completing the credits necessary to stay on track with their plans. The Counselor and RTI Mentor Teacher will schedule students into intervention classes as needed and will monitor their progress. At the end of each year, the Counselor will meet with students to summarize their progress toward their graduation goals and plan for summer intervention and class schedules for the following year.	Beginning of year to develop ECAP. Semester to monitor progress on ECAP. End of year to assess progress and develop plan for summer and following year.	Principal Counselor RTI Mentor Teacher

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		
Jeddito	X			The district will implement the TAP System of teacher and principal evaluation PK-12 so that there is a consistent level of expectation for teacher and leader performance across the district. The teachers and administrators at Jeddito will participate in the TAP training and support. Jeddito staff will organize as TAP cluster teams to improve instruction. The teachers at Jeddito will participate in the TAP compensation system. The Director of School Improvement (Transformation) will support Jeddito School in its school transformation efforts..	August 2010

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

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts	By the end of each project year, there will be an increase of 15% in the number of students who meet/exceed the reading standards as measured by AIMS.	2009 3 year average: 3 rd : 43% M/E 4 th : 44% M/E 5 th : 46% M/E 6 th : 41% M/E 7 th : 48% M/E 8 th : 36% M/E	Through implementation of the comprehensive assessment plan, student progress will be monitored through pre-tests, formative assessments, and progress monitoring assessments appropriate to the intervention needs of individual students. Quarterly benchmark assessments will provide predictive data and will be used to guide instructional planning and interventions.	August 2010 and ongoing	Principal School Leadership Team
Math	By the end of each project year, there will be an increase of 15% in the number of students who meet/exceed the reading standards as measured by AIMS.	2009 3 year average: 3 rd : 28% M/E 4 th : 47% M/E 5 th : 48% M/E 6 th : 62% M/E 7 th : 69% M/E 8 th : 55% M/E	Through implementation of the comprehensive assessment plan, student progress will be monitored through pre-tests, formative assessments, and progress monitoring assessments appropriate to the intervention needs of individual students. Quarterly benchmark assessments will provide predictive data and will be used to guide instructional planning and interventions.	August 2010 and ongoing	Principal School Leadership Team
Graduation Rate	NA	NA	NA	NA	NA

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

The Director of School Improvement (Transformation) will establish performance expectations related to implementation of the Transformation Plan. To ensure fidelity of implementation, the Director of School Improvement (Transformation), ASU TAP, and the school’s Master Teacher will

provide ongoing training and support for all aspects of the Transformation Plan. The school leadership teams (principal, master teacher, and mentor teachers) will monitor implementation of instructional elements through daily walk-throughs and through four to six TAP evaluation per year. The principal will submit reports on classroom implementation monthly based on walk-through and evaluation data.

In the event that a school is not progressing at the desired rate, the Director of School Improvement (Transformation) will meet with the school leadership team to identify the problems and to develop a plan for getting back on track. If the need is for improved instruction, the district will seek support from its resources: ASU will provide additional training to the leadership team and teachers, the Director of School Improvement (Transformation) will work with the principal to develop individual growth plans for struggling teachers, the Director of Curriculum and Professional Development will develop a plan for the struggling school to identify needs and provide support, and the Superintendent will arrange additional leadership mentoring for the Principal. If the need is for additional student support, the Director of School Improvement (Transformation) will work with the leadership team to allocate resources for academic interventions during the school day, after school, during the summer, and in the community Chapter Houses in the evening.

The district will coordinate support from ADE in implementation of the Transformation Plan. The district leadership team will meet monthly to monitor implementation and to provide for interventions as needed.

F. BUDGET

F. Using the Budget Excel spreadsheet, provide a budget that indicates the amount of school improvement funds the LEA will use each year to –

- Implement all components of the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

An LEA's budget must cover the period of availability (3 years), including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II and Tier III schools it commits to serve multiplied by \$2,000,000.

****Attach LEA budget as an appendix.**

G. SUSTAINABILITY

G. Describe your plan for sustaining these efforts after the funding period ends? Address in your plan: funding sources, hiring practices, professional development, changes in policies and practices.

The district is providing a high level of support in the first two years of the project in order to develop capacity. In the third year, support will be reduced and responsibility for sustaining program elements will shift to the school and district. In years four and five, district personnel will assume all responsibilities for sustaining the transformation and costs will be shifted to district, state, and federal funds.

- 1. Changes in Policies and Practices:** In anticipation of the implementation of this School Improvement Grant, the Governing Board is working with its legal counsel to revise policies around hiring, transfers, and retention of staff in order to ensure highly qualified, highly effective staff in all positions. Contract language is being changed to make clear the district's expectations for participation in and implementation of all professional development related to improved school effectiveness. The implementation of TAP will change policies and practices related to evaluation and compensation based on performance and student achievement. Changes in policies and practices are designed to provide administrators with the flexibility they need for timely action related to staff effectiveness. These policies and practices are being put in place upfront in order to enable the changes needed for effective implementation. Adjustments will be made throughout the school improvement timeline as needed and enabled by State law, guidelines, and support.
- 2. Hiring Practices:** The district is changing its practices related to recruitment and hiring. New staff will be hired to the qualifications and requirements for implementation of TAP; this includes four to six evaluations per year with clear expectation for performance. In the event a teacher is unable or unwilling to meet the expectations of the TAP Instructional Rubric, the principal will immediately take steps to replace him/her. Only highly effective teachers will remain in their positions so that at the end of the funding period, the school has developed a faculty that is trained and ready to continue high levels of implementation.
- 3. Professional Development:** All teachers and leaders will be expected to participate in intensive professional development both formal and embedded. With the support of master teachers and mentor teachers, teachers will work in cluster teams to develop the instructional skills required by the TAP Instructional Rubric, to plan for implementation of those skills through collaborative development of lesson plans, and critique the effectiveness of the plans as they are delivered. Teachers will learn to monitor student achievement and provide or coordinate appropriate interventions to keep students on track. As these processes and skills become institutionalized, the need for support from master and mentor teachers will decline and these positions will be phased out.
- 4. Funding Sources:** During the first three years of the school improvement project, the district will use SIG funds to build capacity. As the project funding is reduced in year three the district will begin to pick up the support of key elements of the project through M&O funds, Title I, Title II A, Title VII (Indian Ed), JOM, and 301 as appropriate to the guidelines for each fund. By the fourth and fifth

years, 301 funds will be shifted so that 80% of the funds will support compensation as designated by the TAP System with allocations based on teacher performance, schoolwide student achievement, and classroom student achievement. The position of Director of School Improvement (Transformation) will be phased out with the Director of Curriculum and Professional Development assuming responsibility for sustained implementation of rigorous curriculum and professional development related to effective instruction as defined in the TAP Instructional Rubric.

- 5. Enrollment Growth: The LEA anticipates that parents and families that have sent or allowed their children to attending distant school while return some students to White Cone as parents, families and community members become satisfied with the instruction and grant funded improvements. There is no data currently available to support this belief, but there has been anecdotal communications community members to the Superintendent and Governing Board Members.**

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

By indicating with a mark on the below items, the Cedar Unified School District fully and completely assures that it will:

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- Establish annual goals for student achievement on the State's assessments in both reading and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- n/a 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.

Cedar Unified School District will implement the below marked waivers:

- x Extending the period of availability of school improvement funds. School(s): **White Cone High School**

- x “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): **White Cone High School**

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

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

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

The LEA has consulted with the following stakeholders:

<p>Cedar Governing Board</p> <p>Mr. Danny Sage, Board President Ms. Ladybird Jack, Board Clerk Ms. Karen Charley, Board Member Mr. Lee Jack, Sr., Board Member Ms. Bonnie Secakuku, Board Member</p>	<p>District Leadership Team</p> <p>Dr. D. Clarke Mr. D. Brinkerhoff Ms. B. Tuaritz Ms. K. Thomson Mr. D. Wright</p>	<p>Community members through “Chapter House” meetings Jeddito and White Cone Chapters.</p> <p>These were open Chapter House meeting in which Dr. Clarke was on the agenda to update community members on school improvement and to gather additional community input.</p>
<p>Parent/Community/Student focus groups.</p> <p>Meeting one: 22 parents, students, community members; and 12 teachers, staff and administrators were in attendance.</p> <p>Meeting two: 33 parents, students, community members; and 16 teachers, staff and administrators were in attendance.</p>	<p>School improvement model meetings with faculty.</p> <p>Mr. D. Smith Ms. Beverforden Mr. H. Smith Ms. Dobias Mr. A. Decena Ms. Julius Ms. Crespo Ms. R. Lopez Ms. A. Lopez Ms. Hoogerwerf (certified Tier I high school staff)</p> <p>Faculty and Staff of Jeddito Public School.</p> <p>Faculty and Staff of White Cone High School.</p>	<p>School Improvement Grant planning and writing sessions.</p> <p>Dr. D. Clarke Mr. D. Sage Mr. D. Wright Ms. K. Thomson Ms. B. Guyton Ms. K. Charley Mr. J. Begay Ms. B. Tauritz Ms. B. Secakuku Mr. P. Fuginiti (ADE Rep) Mr. J. Cortez (ADE Rep)</p>

STEP 2: COMPLETE PLANNING TEMPLATE ON ALEAT

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

To be completed in ALEAT Plan

STEP 3: COMPLETE BUDGET ON GRANTS MANAGEMENT

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