

# Arizona Department of Education

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

### LEA APPLICATION COVER PAGE

<b>LEA Name:</b> San Carlos Unified School District	<b>NCES ID#</b> 0406960	<b>CTDS#</b> 04-02-20-000	<b>Entity ID</b> 4210
<b>Superintendent:</b> Richard Wilde	<b>Email:</b> r.wilde@sancarlos.k12.az.us		
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**School Board President** \_\_\_\_\_ **Date** \_\_\_\_\_

**Superintendent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Federal Program Director Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

# Arizona Department of Education

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

**DIRECTIONS:** There are 3 STEPS to this application process:

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

### IDENTIFICATION OF SCHOOLS

School Name	NCES ID#	CTDS#	Entity ID#	Tier I	Tier II	Tier III
Rice Elementary School	040696001656	04-02-20-104	5989	X		
San Carlos Secondary School	040696000526	04-02-20-103	4863	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.

**Reservation .** San Carlos Unified School District is a unique and special place. It is located on the San Carlos Apache Reservation east of Globe, Arizona. Encompassing 2,910.7 square miles of land area, the San Carlos Apache Indian Reservation lies in northern Graham, southeastern Gila, and eastern Pinal Counties. It is the tenth-largest Indian reservation in land area. It was first established as a reservation by President Grant's Executive Order in 1871. Apaches are descendants of the Athabaskan family, which migrated to the Southwest in the 10<sup>th</sup> century. Many bands of Apache were relocated from their traditional homelands, extending through wide areas of Arizona and New Mexico, to the reservation. The 2000 census reported the reservation population at 9,385. Its largest communities are San Carlos and adjacent Peridot. San Carlos Reservation is one of the poorest Native American communities in the United States, with the median annual household income being approximately \$14,000. About 60% of the people live under the poverty line, and one-fourth of the active labor force is unemployed. Government agencies are the major employers on the San Carlos Indian Reservation. The federal government employs many residents in its delivery of health, education and economic services. Numerous tribal enterprises, the tribal administration, and the San Carlos Unified School District also provide employment.

**Community.** Community resources include the Tribal Council with its Education Committee headed by former Superintendent of San Carlos USD. The community provides a Head Start program. Save the Children works with the schools to run an afterschool and summer program at the Primary School and Intermediate School. The Boys and Girls Club provides after school and summer activities for students from all four schools.

Community risk factors (data is latest available; note year):

- Race/Ethnicity (2006): 95% American Indian, 3% White, 3% Hispanic
- American Indians die at higher rates than other Americans from: Alcoholism 550% higher, Diabetes 200% higher, Homicide 100% higher, Suicide 60% higher (Indian Health Service, 2007)
- Language Spoken at Home (2000): English Only=54% Language Other than English=46%
- Single Parent Households (2006): San Carlos=42%; AZ=15%; U.S. =14%

- Percentage of Children Born to Teen Mothers (2006) : San Carlos=29%; AZ=13%
- Unemployment Rates (2007): San Carlos Tribe17%; AZ=3.8%; US=4.6%
- Median Annual Household Income (2006): San Carlos=\$17,242; AZ=\$47,365
- Families Living at or Below Federal Poverty Level (2007): San Carlos=59%; AZ=13%
- Education, High School or Higher (2000): San Carlos=55%; AZ=81%; US=80%
- Education, Bachelors or Higher (2000): San Carlos=2.6% AZ=23.5% US=24.4%

**District.** San Carlos School District currently serves 1300 students in five schools: Rice Primary (363 students K-3rd), San Carlos Intermediate (277 Students 4<sup>th</sup>-6<sup>th</sup>), San Carlos Junior High (265 Students 7<sup>th</sup>- 8<sup>th</sup>), San Carlos High School (395 Students 9-12), and San Carlos Alternative School (52 Students 9-12). As a key transformation strategy the district will consolidate four of its schools into two schools. Beginning in the 2010-2011 school year, the Junior High will move into new facilities constructed at the High School to form one 7-12 secondary school. The primary and intermediate schools will be merged into one K-6 elementary school. The purpose for this consolidation is to provide greater coordination of educational programs and leadership. Students will have consistent relationships and support for spans of 6 to 7 years.

The student demographics of the district show 99.9% Indian and 1 Hispanic student. Reflecting the poverty level of the community, 86% of the students in the district qualify for free or reduced lunch. The district employs 87 classroom teachers: 59% White; 28% Indian, 5% Hispanic, 2% Asian, and 2% African American. Of the 13 non- classroom certified staff (counselors, etc), 38% are White, 46% are Native American, and 15% are Hispanic.

**Schools.** There are currently five schools in the district: Rice Primary (363 students PK-3rd), San Carlos Intermediate (277 Students 4<sup>th</sup>-6<sup>th</sup>), San Carlos Junior High (265 Students 7<sup>th</sup>- 8<sup>th</sup>), San Carlos High School (395 Students 9-12), and San Carlos Alternative School (52 Students 9-12). Four of the schools in the district will be consolidated into two schools as the district implements the transformation model. Rice Primary (K-3) and San Carlos Intermediate (4-6) schools will become Rice Elementary School (K-6). San Carlos Junior High School and San Carlos High School will become San Carlos Secondary School (7-12). The information below reports on the schools as they are currently organized.

**Rice Primary:** The school serves 519 students in PK to 3<sup>rd</sup> with a student population that is 99% Native American and 1% White. 91% of the students qualify for free or reduced lunch. There are 33 certified teachers: 45% White, 35% Native American, 3% Asian; 13% Hispanic, and 3% Black. In addition to the classroom teachers, the school employs 1 counselor, 1 Arizona Turnaround Coach, 1 Data Specialist, 1 Reading Specialist, and 31 paraprofessionals. The educational levels of the teachers are: BA= 20 teachers (61%); MA = 13 teachers (39%). Teacher experience: 1-5 years = 4 teachers (12%); 6-10 years = 14 teachers (42%); 11-15 years = 8 teachers (24%); 15+ years = 8 teachers (24%). Average teacher absentee rate = 9.1 days. Average student attendance is 92%. There are 56 students identified as ELL (11%) and served in 3 ELD classrooms. There are 66 students identified for SPED (18%). The school did not make AYP and is in Warning status. Its AZ Learns level is “Failing”. The school operates a Title I schoolwide program. Community resources include the services of a Boys and Girls Club and an after-school program provided by Save the Children. Head Start services are provided on the Rice Primary campus. There is a local wellness center and a regional mental health provider. There are no libraries or parks.

A parent survey administered in 2009-2010 showed the following:

	Excellent	Good	Needs Improvement	Unsatisfactory
1. The school is meeting the academic needs of my child.	25%	60%	12%	2%
2. The academic environment promotes learning.	25%	64%	11%	1%
3. The school keeps me informed of academic progress.	29%	47%	17%	6%
4. The school keeps me informed of student activities and school functions.	30%	48%	17%	5%
4. The school has a safe and orderly campus.	27%	53%	14%	6%
5. The school offers me opportunities to be involved in my child's education.	34%	50%	12%	3%

For assessment results on Standards and Rubrics, please see school improvement plans on IDEAL website.

**San Carlos Intermediate:** The school serves 277 students in 4<sup>th</sup> to 6<sup>th</sup> grades with a student population that is 100% Native American. 80% of the students qualify for free or reduced lunch. There are 14 teachers (all HQ): 57% White, 36% Native American, 7% Asian. In addition to the classroom teachers, the school employs 1 counselors, 1 Arizona Turnaround Coach, 1 Data Specialist, and 10 paraprofessionals. The educational levels of the teachers are: BA= 15 teachers (79%); MA = 4 teachers (21%). Teacher experience: 1-5 years = 2 teachers (11%); 6-10 years = 5 teachers (26%); 11-15 years = 10 teachers (53%); 15+ years = 2 teachers (10%). Average student attendance is 93%. There are 44 (16%) students identified as ELL who are served in 3 ELD classrooms. There are 38 students (14%) identified for SPED. The school did not make AYP and is in Restructuring Implemented status. Its AZ Learns level is "Failing". The school operates a Title I schoolwide program. Community resources include the services of a Boys and Girls Club and an after-school program provided by Save the Children. There is a local wellness center and a regional mental health provider. There are no libraries or parks.

The results of a recent parent survey are shown below.

<b>San Carlos Intermediate Parent Survey</b>	Excellent	Good	Needs Improvement	Unsatisfactory
The school is meeting the academic needs of my child.	23%	59%	16%	2%
The academic environment promotes learning.	23%	61%	15%	1%
The school keeps me informed of student academic progress.	29%	47%	15%	8%
The school keeps me informed of student activities and school functions.	27%	40%	29%	4%
The school has a safe and orderly campus.	24%	50%	22%	4%
The school offers me opportunities to become involved in my child's education.	26%	44%	22%	8%

For assessment results on Standards and Rubrics, please see school improvement plans on IDEAL website.

**San Carlos Junior High School:** The school serves 265 students in 7<sup>th</sup> and 8<sup>th</sup> grades with a student population that is 100% Native American. 81% of the students qualify for free or reduced lunch. There are 13 teachers (11 are HQ): 75% White, 17% Native American, and 8% Hispanic. In addition to the classroom teachers, the school employs 1 counselor, 1 Apache Culture teacher, 1 SPED teacher, 1 Instructional Coach, and 3 paraprofessionals. The educational levels of the teachers are: BA= 13 teachers (54%); MA = 11 teachers (46%). Teacher experience: 1-5 years = 4 teachers (17%); 6-10 years = 6 teachers (25%); 11-15 years = 6 teachers (25%); 15+ years = 8 teachers (33%). Average teacher absentee rate is 6.35 days. Average student attendance is 90%. There are 46 students (17%) identified as ELL. There are 39 students (15%) identified as SPED. The school did not make AYP and is in Restructuring Implemented status. Its AZ Learns level is “Failing”. The school operates a Title I schoolwide program. Community resources include the services of a Boys and Girls Club. There is a local wellness center and a regional mental health provider. There are no libraries or parks.

For assessment results on Standards and Rubrics, please see school improvement plans on IDEAL website.

Walk-through observations are conducted daily and monthly reports compile the results. The data for April 2010 following professional development and embedded support are shown below.

	Student orientation to work	Objective aligned to instruction	Evidence of instructional practices
Number of observations of practice.	31/35	20/35	5/35
Percent of observations of practice.	89%	57%	14%

**San Carlos High School:** The school serves 395 students in 9<sup>th</sup> to 12<sup>th</sup> grades with a student population that is 100% Native American. 86% of the students qualify for free or reduced lunch. There are 24 teachers: 79% White, 11% Native American, 7% Hispanic, and 4% Black. In addition to the classroom teachers, the school employs 1 counselor, 1 Academic Coach, and 7 paraprofessionals. The educational levels of the teachers are: BA= 20 teachers (61%); MA = 13 teachers (39%). Teacher experience: 1-5 years = 4 teachers (12%); 6-10 years = 14 teacher (42%); 11-15 years = 8 teachers (24%); 15+ years = 8 teachers (24%). Average student attendance is 93%. There are 50 students (13%) identified as SPED. The school did not make AYP and is in Restructuring Implemented status. Its AZ Learns level is “Performing”. The school operates a Title I schoolwide program. Community resources include the services of a Boys and Girls Club. There is a local wellness center and a regional mental health provider. There are no libraries or parks.

For assessment results on Standards and Rubrics, please see school improvement plans on IDEAL website.

**San Carlos Alternative School:** The school serves 52 students in 9<sup>th</sup> to 12<sup>th</sup> grades with a student population that is 100% Native American. 79% of the students qualify for free or reduced lunch. There are 2 teachers: 50% White, 50% Native American. In addition to the classroom teachers, the

school employs 2 paraprofessionals. The educational levels of the teachers are: BA= 1 teacher (50%); MA = 1 teacher (50%). Teacher experience: 6-10 years = 1 teacher (50%); 15+ years = 1 teachers (50%). Average student attendance is 89%. There are no students identified as ELL. There are no students identified as SPED. There is a local wellness center and a regional mental health provider.

Attached are Site Visit Protocols documenting observations of the reconfigured Rice Elementary School and San Carlos Secondary School for each of the standards. There has been intensive effort over the past year to address each of the standards, and progress has been made as evidenced by the ratings of Meets and Exceeds. However, there are continuing areas where the determinations are Approaching or Falls Far Below. The determination ratings have been considered in the development of this plan.

**Parent Engagement.** There is a district Coordinator of Parent Involvement and three home liaisons for outreach to parents. There is a PR person who works with media to get information to the community and to spread positive messages about the district. Channel 11 is an effective means of getting information out. Nonetheless, the involvement between teachers and parents is limited. Parents have faith in the schools and entrust their children to them. The previous generation of parents did not view education as something to be involved with; it was left to the schools. Many of the children were sent away to Boarding Schools; due to distances between the schools and homes, there was little interaction between parents and the school. It has been difficult to educate the Tribal Council and parents on the need for active engagement. While parents attend student performances, there is very poor attendance at parent conferences. Basketball is well supported by parents.

**School Board.** The Governing Board is comprised of Native American all of whom hold college degrees and are well respected in the community. They deeply value education. The Board members are very supportive of educational reform; they openly acknowledge the need for change and express a sense of urgency about creating a more effective educational system for the children of the community.

## 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.

During the 2010 school year, district and school teams have engaged in conversations and planning around the beliefs, the mission, and the vision of San Carlos district and schools. Dialogue started around the need to create a clear vision of a San Carlos graduate in the 21<sup>st</sup> century and the implications that has for every school and every classroom PK-12. This is a work in progress that is being finalized through staff and administrative discussions in each school. The framework as it is currently drafted includes the following:

**Proposed Mission:** The mission of the San Carlos School District is to prepare all of its students to live, learn, and work as productive citizens in the 21<sup>st</sup> century.

**Proposed District Vision:** At San Carlos Unified School District, we envision that every student will graduate with proficiency in:

- Academic Skills (Language Arts; Mathematics; Science; Economics; Geography; History; Government/Civics; Arts; World Languages)
- 21<sup>st</sup> Century Skills (Cultural Awareness; Civic Literacy; Health Literacy; Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy)
- Learning and Innovation Skills (Communication and Collaboration Skills; Critical Thinking and Problem Solving Skills; Creativity and

Innovation Skills)

- Information, Media and Technology Skills (Information and Communications Technology Literacy; Media Literacy; Information Literacy)
- Life and Career Skills (Cultural Awareness; Social and Cross Cultural Skills; Leadership and Responsibility; Flexibility and Adaptability; Initiative and Self-Direction)

**Proposed District Goals:**

Goal 1. Each San Carlos student demonstrates high levels of achievement in the four district learning goals and graduates from high school ready to implement a positive plan for his or her future.

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Goal 2 Highly skilled educators support the academic success of every student.

Goal 3 All district schools, in partnership with students, families, and community, provide safe, civil, healthy, and engaging environments for learning.

Goal 4 San Carlos Unified School District supports effective schools and student achievement through focused policies, sound management, and excellent service to the education community.

**Beliefs:**

1. All students can succeed.
2. Success breeds success.
3. Schools control the conditions of success.

**Values:**

1. Cultural traditions and beliefs
2. Family and clan
3. Tribal connectedness
4. Success in school, career, life

**Culture.** After analysis of the data, several issues have been identified related to culture as we move our schools toward becoming highly effective, culturally competent, and community coherent places of learning. First, the culture of the community is rooted in the ancient traditions and beliefs of the Apache people. Second, the culture of the schools has tended to be disconnected from the culture of the community. Third, the culture that exists in the schools has not been as focused on the academic achievement of students, their social and emotional learning, and their sense of

belonging as it needs to be. Fourth, the culture of the adults in the schools has not included the practice of cooperation and collaboration that is needed for continuous improvement.

To address the discontinuity of the schools from the community, all students will receive instruction in the Apache language and traditions which are currently being lost. Parents and community members will be engaged in activities to help students better understand the history and culture of the community. Both schools will improve connections between the community culture and the school culture through increased attention on Apache art, music, and dance. There will be regularly scheduled classes in Apache language, history, and culture.

To create a culture of effectiveness, the district has initiated change through collaboration. Teachers now meet in grade level or department Professional Learning Communities (PLCs) to collaborate on improving teaching and learning. Teachers have received extensive formal and embedded professional development in instructional design and strategies. ATCs work with individual teachers and small groups to convey the culture of effectiveness. Daily walk-throughs by administrators and master teachers bring them into the collaboration to emphasize the importance of effective instruction. PBIS is creating a culture of order and support for positive behaviors. Teachers have been engaged in school improvement planning and implementation to create a sense of shared decision-making and open communication. During the next school year, both schools will be organized to function with greater collaboration through work with master teachers, mentor teachers, and cluster teams. The implementation of the ASU Teacher Advancement Program (TAP) will intensify a climate and culture of expectation for higher levels of performance among all staff: administrators, teachers, and paraprofessionals.

Until this year, a dysfunctional aspect of the culture for the students was passivity. Students were not expected to interact or be engaged. The ATCs have tackled that issue by modeling interactive teaching and student engagement, by training teachers on strategies to engage students, and by implementing student response systems that stimulate ongoing involvement of all students. The district has received a grant for integrating technology into instruction through an ARRA Title II-D program. During the next school year, both schools will implement the project which will promote ever higher levels of engagement by students in hands-on projects, cooperative and collaborative relationships through technology, and opportunities to reach beyond the walls of the classroom.

There is a synergy that is created as student, school, and community cultures come together through communication and shared purpose. The climate and culture in the schools are critical to the success of the transformation; it will be an ongoing focus throughout the transformation efforts. As summarized by the research group, Research on Better Teaching, "The research on classroom climate is thin but clear: thin because the volume of studies is much smaller than in the cognitive areas, clear because the findings are consistent across populations, ages of students, and subjects. Whenever students feel empowerment, acceptance, and safety to take risks and try things that are hard for them, they like school better and learn more. "

### **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.

**RICE ELEMENTARY SCHOOL.** This school is a consolidation of Rice Primary School and San Carlos Intermediate School. The combined data from the two schools will provide a sense of the achievement levels of students in next year's Rice Elementary School.

**Rice Primary:** The school did not meet AYP in 2009. It is in warning status. Its AZ Learns level is "Failing". The school met the Percent Tested requirement and its attendance met the requirement at 93%.

**TerraNova and AIMS scores** are significantly below the state average:

**2009 TerraNova Scores:** Grade 2 Percentile Rank: Reading: 21%ile Language: 27%ile Math: 35%ile

**2009 AIMS Scores:** Percent Passing (*Compared to AZ Scores*): Grade 3 Reading: 27% (AZ 72%) Math: 26% (AZ 72%)

**2009 AIMS DPA Percentiles:** Grade 3: Reading 17%ile Language 16%ile Math 17%ile

**AIMS Scores.** % NOT Passing

Reading: 74% did **not** meet the 3<sup>rd</sup> grade reading standards

Math: 74% did **not** meet the 3<sup>rd</sup> grade math standards.

**AIMS disaggregated achievement data.** The subgroups reported show the following:

3<sup>rd</sup> Grade Reading: % Meet or Exceed. All: 27% Indian: 27% SPED: 13% SES: 24%

3<sup>rd</sup> Grade Math: % Meet or Exceed All: 26% Indian: 26% SPED: 13% SES: 23%

**DIBELS data** from 2009-2010 at the end of the year

1<sup>st</sup> grade: ORF=74% are at risk at the end of the year

2<sup>nd</sup> grade: ORF=81% are at risk at the end of the year

3<sup>rd</sup> grade: ORF=78% are at risk at the end of the year

**Galileo benchmark assessment** from mid-year shows low performance on key performance objectives.

Reading Example: Predict what might happen next.

Grade 1: 93% could not predict correctly.

Grade 2 65% could not predict correctly.

Grade 3: 60% could not predict correctly.

Math Example: Solve contextual problems

Grade 1: 78% could not solve contextual problems.

Grade 2: 90% could not solve contextual problems.

Grade 3: 89% could not solve word problems.

**Safe Schools Report: 2008/2009:**

Number of students seriously injured intentionally or unintentionally on school grounds = 1

Physical attack or fight without a weapon=55

Threats of physical attack without a weapon = 22

**AIMS PERFORMANCE TREND (2007 – 2009) – Rice Primary School**

<b>Rice Primary School AIMS Trend (2007 – 2009)</b>			
<b>Year</b>	<b>Subject</b>	<b>3<sup>rd</sup> Grade</b>	
		<b>AMO</b>	<b>% Prof</b>
2005	<b>Mathematics</b>	43.3	27
2006		43.3	19
2007		43.3	23
2008		54.6	41
2009		54.6	29
2005	<b>Reading</b>	53.3	16
2006		53.3	23
2007		53.3	19
2008		62.6	35
2009		62.6	29

The performance levels for 3<sup>rd</sup> graders in math have been persistently low. Scores spiked in 2008, but fell again in 2009. In reading there has been an upward trend, albeit small.

**San Carlos Intermediate:** This school is currently in School Improvement RI2 status. Its AZ Learns status for 2009 is “Failing to meet academic standards”. The school met the Percent Tested requirement and its attendance met the requirement at 93%. The 2009 AIMS results showed that students in all grade levels (4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>) failed to meet the AMO Determination in both reading and mathematics. Note that the percent proficient declines across grade levels.

**AIMS scores are significantly below the state average:**

2009 AIMS Reading % Proficient: Grade 4: 30% (AZ 72%) Grade 5: 24% (AZ 73%) Grade 6: 22% (AZ 71%)

2009 AIMS Math % Proficient: Grade 4: 33% (AZ 74%) Grade 5: 27% (AZ 72%) Grade 6: 26% (AZ 68%)

2009 AIMS Reading Scores: % NOT meeting standards: Grade 4: 70% Grade 5: 76% Grade 6: 78%

2009 AIMS Math Scores: % NOT meeting standards: Grade 4: 67% Grade 5: 73% Grade 6: 74%

Average growth index per ADE: Reading: School = -2; State: -3 Math: School = -10; State = -1

**The 2009 AYP report disaggregates AIMS data for the following subgroups:**

Math % meeting benchmark:

Grade 4: All students=33% Indian=33% ELL=3% SPED=0% SES=36%

Grade 5: All students=27% Indian=27% ELL=5% SPED=0% SES=22%

Grade 6: All students=26% Indian=26% ELL=0% SPED=0% SES=25%

Reading % meeting benchmark:

Grade 4: All students=30% Indian=30% ELL=9% SPED=0% SES=30%

Grade 5: All students=24% Indian=24% ELL=5% SPED=0% SES=24%

Grade 6: All students=22% Indian=22% ELL=0% SPED=0% SES=18%

**DIBELS** midyear data: Note the significant % needing Intensive interventions:

4<sup>th</sup> Grade: 56% Intensive 31% Strategic

5<sup>th</sup> Grade 52% Intensive 16% Strategic

6<sup>th</sup> Grade: 50% Intensive 15% Strategic

**Safe Schools Report 2008/2009:**

Possession of a weapon other than a firearm=8

Bullying/harassment=2

Physical attack or fight without a weapon=50

Theft/larceny=4

Vandalism/criminal damage=15

**AIMS PERFORMANCE TREND (2007 – 2009) – San Carlos Intermediate School**

**San Carlos Intermediate School AIMS Trend (2007 – 2009)**

Year	Subject	4 <sup>th</sup> Grade		5 <sup>th</sup> Grade		6 <sup>th</sup> Grade	
		AMO	% Prof	AMO	% Prof	AMO	% Prof
2005	Mathematics	54	34	33.3	22	43	13
2006		54	52	33.3	39	43	12
2007		54	32	33.3	44	43	29
2008		62.6	29	46.6	34	54.4	36
2009		63.2	30	46.6	27	54.4	26
2005	Reading	45	32	43.3	18	45	14
2006		45	19	43.3	33	45	14
2007		45	21	43.3	36	45	29
2008		56	30	54.6	29	56	26
2009		56	27	54.6	28	56	22

Achievement levels have been erratic over the years in grades 4-6. It is apparent, however, that student achievement declines as students move through the grades; they are not showing a year's growth per year.

**SAN CARLOS SECONDARY SCHOOL:** This school is a consolidation of San Carlos Junior High School and San Carlos High School. The combined data from the two schools will provide a sense of the achievement levels of students in next year's San Carlos Secondary School.

***San Carlos Junior High School:*** This school is currently in School Improvement RI2 status. Its AZ Learns status for 2009 is "Failing to meet academic standards". The school failed to meet the Percent Tested requirement; it just met the attendance requirement at 90% (the 3 year attendance average is 89%). The 2009 AIMS results showed that students in 7<sup>th</sup> grade failed to meet the AMO Determination in both reading and mathematics; 8<sup>th</sup> grade students met the AMO Determination in mathematics, but not in reading.

**AIMS scores are significantly below the state average:**

2009 AIMS Reading Scores: % Proficient by Grade Level: Grade 7: 23% (AZ 73%) Grade 8: 26% (AZ 69%)

2009 AIMS Math Scores: % Proficient by Grade Level: Grade 7: 26% (AZ 73%) Grade 8: 30% (AZ 63%)

**AIMS DPA Percentiles show below average levels of achievement:**

2009 AIMS DPA Reading Percentiles: Grade 7 15%ile Grade 8 28%ile

2009 AIMS DPA Math Percentiles: Grade 7 25%ile Grade 8 22%ile

**AIMS scores show a high % of students failing:**

2009 AIMS Reading Scores: % not reaching benchmarks: Grade 7: 77% Grade 8: 76%

2009 AIMS Math Scores: % Proficient by Grade Level: Grade 7: 74% Grade 8: 70%

**The 2009 AYP report disaggregates performance by the following subgroups:**

Math % meeting benchmark:

Grade 7: All students=26% Indian=26% ELL=6% SPED=0% SES=24%

Grade 8: All students=30% Indian=30% ELL=20% SPED=18% SES=28%

Reading % meeting benchmark:

Grade 7: All students=23% Indian=23% ELL=11% SPED=0% SES=21%

Grade 8: All students=24% Indian=24% ELL=15% SPED=17% SES=22%

**The first quarter Galileo benchmark** showed the following:

7<sup>th</sup> Grade Math % meeting benchmark: All students=16% Indian=16% SPED=0%

7<sup>th</sup> Grade Reading % meeting benchmark: All students=13% Indian=13% SPED=0%

8<sup>th</sup> Grade Math % meeting benchmark: All students=25% Indian=25% SPED=6%

8<sup>th</sup> Grade Reading % meeting benchmark: All students=21% Indian=21% SPED=0%

**Galileo benchmark tests are administered quarterly.** The first quarter test showed the following percentage of **students not meeting** the benchmark::

Math: % not meeting benchmark: 7<sup>th</sup> =74% 8<sup>th</sup> =70%

Reading: % not meeting benchmark: 7<sup>th</sup> =77% 8<sup>th</sup> =76%

**Safe Schools Report 2008/2009:-** San Carlos junior High

Possession of a weapon other than a firearm=21

Possession or use of illegal drugs=11

Possession or use of alcohol=16

Possession or use of tobacco=12

Physical attack or fight without a weapon=42

Threats of physical attack without a weapon=70

Theft/larceny=15

Vandalism/criminal damage=104

**AIMS PERFORMANCE TREND (2007 – 2009) – San Carlos Junior High School**

San Carlos Junior High School AIMS Trend (2007 – 2009)					
Year	Subject	7 <sup>th</sup> Grade		8 <sup>th</sup> Grade	
		AMO	% Prof	AMO	% Prof
2005	Mathematics	48	20	22.5	21
2006		48	27	22.5	18
2007		48	26	22.5	18
2008		58.4	38	38	18
2009		58.4	27	38	30
2005	Reading	49	30	42.5	35
2006		49	27	42.5	23
2007		49	25	42.5	22
2008		59.2	37	54	20
2009		59.2	22	54	24

At the seventh grade level, scored significantly below the AMO in reading and math. Achievement in math spiked in 2008 but fell to its previous levels in 2009. In reading, students spiked in 2008 and fell significantly lower than any time in the four previous years in 2009.

At the eighth grade level, students scored near (but below) the AMO in math during the first three years reported. However, it flat-lined significantly below the AMO in years four and five. Reading scores fell after the first year and flat-lined significantly below the AMO.

**San Carlos High School:** This school is currently in school improvement Restructuring Implemented Year 2. Its AZ Learns label is Performing. Its three year average attendance rate is 91%. Its three year graduation rate is 54%.

**AIMS scores are below the state average:**

2009 AIMS Scores: Percent Proficient by Grade Level: Grade 10 Reading: 33% (AZ 36%) Math: 25% (AZ 29%)  
 2009 AIMS Test Percent Failing: Grade 10 Reading: 67% (AZ 63%) Math: 75% (AZ 71%)  
 2009 TerraNova: Percentile Grade 9: Reading: 27%ile Math: 17%ile

**2009 AIMS by subgroups:**

Math % meeting standard: All students=25% Indian=25% ELL=56% SPED=0% SES=21%  
Reading % meeting standard: All students=33% Indian=33% ELL=33% SPED=13% SES=31

**Galileo benchmark tests** are administered quarterly. **The first quarter test showed the following percentage of students failing:**

Math: % not meeting benchmark

9<sup>th</sup> =98%    10<sup>th</sup> =97%    11<sup>th</sup> = 94%    12<sup>th</sup> = 100%

Reading: % not meeting benchmark:

9<sup>th</sup> = 64%    10<sup>th</sup> = 70%    11<sup>th</sup> = 59%    12<sup>th</sup> = 62%

**The first quarter Galileo benchmark** showed the following **percent passing:**

9 <sup>th</sup> Grade <u>Math</u> % meeting benchmark:	All students=2%	Indian=2%	SPED=0%
9 <sup>th</sup> Grade <u>Reading</u> % meeting benchmark:	All students=36%	Indian=36%	SPED=0%
10 <sup>th</sup> Grade <u>Math</u> % meeting benchmark:	All students=3%	Indian=3%	SPED=0%
10 <sup>th</sup> Grade <u>Reading</u> % meeting benchmark:	All students=30%	Indian=30%	SPED=0%
11 <sup>th</sup> Grade <u>Math</u> % meeting benchmark:	All students=6%	Indian=6%	SPED=0%
11 <sup>th</sup> Grade <u>Reading</u> % meeting benchmark:	All students=41%	Indian=41%	SPED=0%
12 <sup>th</sup> Grade <u>Math</u> % meeting benchmark:	All students=0%	Indian=0%	SPED=0%
12 <sup>th</sup> Grade <u>Reading</u> % meeting benchmark:	All students=38%	Indian=38%	SPED=0%

**Safe Schools Report: 2008/2009: San Carlos High School**

Students seriously injured due to violent act=1

Possession of a weapon other than a firearm=1

Distribution of illegal drugs= 2

Possession or use of illegal drugs=37

Possession or use of alcohol=19

Bullying/harassment=13

Physical attack or fight without a weapon=9

Threats of physical attack without a weapon=12

Theft/larceny=5

Vandalism/criminal damage=15

Out-of-school suspensions= 70

**AIMS PERFORMANCE TREND (2007 – 2009) – San Carlos High School**

<b>San Carlos High School AIMS Trend (2007 – 2009)</b>			
<b>Year</b>	<b>Subject</b>	<b>10th Grade</b>	
		<b>AMO</b>	<b>% Prof</b>
2005	<b>Mathematics</b>	25	43
2006		25	28
2007		25	23
2008		40	26
2009		40	27
2005	<b>Reading</b>	35.8	22
2006		35.8	31
2007		35.8	37
2008		48.6	30
2009		48.6	35

In mathematics, students scored above the AMO in 2005, but fell in the ensuing four years to below the AMO. In reading, students have improved since a very low score in 2005 with a score above the AMO in 2007; however, they failed to improve sufficiently to meet the increased AMO in 2008 and 2009. They have flat-lined since 2006.

**Districtwide Data**

San Carlos Unified School District conducted mathematics placement testing using the Diagnostic and Placement Tests from Macmillan/McGraw-Hill, during the first two weeks of school, August 3 - August 14, 2009. The same tests were again administered during the weeks of May 3 – May 14, 2010.

The placement test from Macmillan/McGraw-Hill is aligned to the national mathematics standards as set out by NCTM. The Arizona state standard has been revised (June 2008) to follow closely these standards. There is no significant difference between the two standards.

One thousand, seventy-eight students were assessed district wide in August. In May, one thousand, one hundred forty-four were tested. At the Primary School, grades K – 3, one hundred ten students passed the placement test and were ready for grade level material. At the end of the year, two hundred seventy-three students passed the placement assessment with 75% or more. At the Intermediate School, grades 4 – 6, only eight students passed the placement test. In May, nineteen passed the placement test. Unfortunately, in the fall, no students in grades 7 – 12 passed the placement test. By the spring, two students had passed the placement test. (See the charts below for individual grades.)

By passing the placement exam at the end of the year, our students showed that they were at last ready for grade level material. This however, still leaves them a year behind where they need to be. Intensive intervention is still indicated for the majority of our students. Only one quarter of students in the district are ready for grade level material at the end of the instruction cycle.

The second and seventh grades had the worst showing, in the fall, with an average of 20% correct. In the spring, the second grade had risen to an average score of 53% and the seventh grade had risen to an average score of 30%. First grade had the best score in the fall with an average of 60%. By spring, the kindergarten had exceeded them with an average score of 80%. In the fall, the district had a combined average of 33.9% correct. By spring, that combined average had risen to 40%. This indicates that the district, as a whole, remains two years below grade level

<b>Placement Test Results by Grade Level August 2009</b>				
<b>Grade Level</b>	<b># Tested</b>	<b>Average Score</b>	<b>Passing Score</b>	<b># Passing</b>
K	115	7/15	9/15	57
1	108	9/15	11/15	51
2	124	3/15	11/15	1
3	89	11/30	23/30	1
4	102	11/30	23/30	3
5	101	12/30	23/30	4
6	86	10/30	23/30	1
7	83	6/30	23/30	0
8	82	8/30	23/30	0
Algebra I	132	8/30	23/30	0
Geometry	56	8/30	23/30	0
Districtwide	1078	33.9%		118
<b>Placement Test Results by Grade Level May 2010</b>				
<b>Grade Level</b>	<b># Tested</b>	<b>Average Score</b>	<b>Passing Score</b>	<b># Passing</b>
K	141	12/15	9/15	135
1	108	12/15	11/15	85
2	130	8/15	11/15	32
3	94	17/30	23/30	21
4	104	14/30	23/30	13
5	106	11/30	23/30	2
6	84	10/30	23/30	4
7	92	9/30	23/30	0
8	100	8/30	23/30	0
Algebra A	67	9/30	23/30	0
Algebra I	29	8/30	23/30	0
Algebra II	24	11/30	23/30	0
Geometry	53	8/30	23/30	1
Calculus	12	13/30	23/30	1
Districtwide	1144	40%		273

Percentage of Students Passing with 75% or Higher*		
Grade Level	% Passing August 2009	% Passing May 2010
K	50%	96%
1	47%	79%
2	<1%	25%
3	1%	22%
4	3%	13%
5	4%	2%
6	1%	5%
7	0%	0%
8	0%	0%
High School	0%	1%
Districtwide	11%	24%

\*Kindergarten passing score is 60%

**\*\*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		
Rice Elementary	2007-2008 Optional	2008-2009 (Must Complete Transformation	2009-2010 Optional Transformation
Which intervention the school used (i.e., turnaround, restart, closure, or transformation )	----	Transformation	2010-2011 will be the first year of formal implementation of a Transformation Model.

AYP status	Not Met	Not Met	Available June 22, 2010
Which AYP targets the school met and missed	<b>Met:</b> % Tested <b>Met:</b> Attendance <b>Met:</b> Test Objectives: 3 <sup>rd</sup> grade math & reading 4 <sup>th</sup> grade reading 5 <sup>th</sup> grade math <b>Missed</b> Test Objectives: 4 <sup>th</sup> grade math 5 <sup>th</sup> grade reading	<b>Met:</b> % Tested <b>Met:</b> Attendance <b>Met:</b> Test Objectives: None of the test objectives were met. <b>Missed</b> Test Objectives: 3 <sup>rd</sup> grade math & reading 4 <sup>th</sup> grade math & reading 5 <sup>th</sup> grade math & reading 6 <sup>th</sup> grade math & reading	Available June 22, 2010
School improvement status	RI1	RI2	Available June 22, 2010
Number of minutes within the school year	----	60,307	60,307

**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	<b>Math % Meets/Exceed 2007-2008</b>					<b>Math: % Meet/Exceed 2008-2009</b>	<b>Math: % Meet/Exceed 2008-2009</b>	<b>Math: % Approaches 2008-2009</b>	<b>Math: % Approaches 2008-2009</b>	<b>Math: % FFB 2008-2009</b>	<b>Math: % FFB 2008-2009</b>	<b>Reading: % Meet/Exceed 2007-2008</b>	<b>Reading: % Meet/Exceed 2008-2009</b>	<b>Reading: % Meet/Exceed 2008-2009</b>	<b>Available June 22, 2010</b>															
		All	I	ELL	Sped											SES		All	I	ELL	Sped	SES		All	I	ELL	Sped	SES		
	3 <sup>rd</sup>	42%	42%	40%	12%	39%	3 <sup>rd</sup>	27%	27%	7%	7%	23%	3 <sup>rd</sup>	36%	36%	36%	27%	36%	31%	31%	60%	76%	32%	3 <sup>rd</sup>	37%	37%	37%	67%	37%	
	4 <sup>th</sup>	38%	38%	100%	0%	22%	4 <sup>th</sup>	33%	33%	3%	0%	36%	4 <sup>th</sup>	26%	26%	0%	8%	0%	4 <sup>th</sup>	43%	43%	0%	83%	0%	4 <sup>th</sup>	43%	43%	0%	83%	0%
	5 <sup>th</sup>	46%	46%	38%	32%	48%	5 <sup>th</sup>	27%	27%	100	0%	22%	5 <sup>th</sup>	26%	26%	0%	20%	75%	5 <sup>th</sup>	48%	48%	0%	80%	3%	5 <sup>th</sup>	48%	48%	0%	80%	3%
							6 <sup>th</sup>	26%	26%	0%	0%	25%	6 <sup>th</sup>	23%	23%	0%	6%	76%	6 <sup>th</sup>	51%	51%	0%	94%	23%	6 <sup>th</sup>	51%	51%	0%	94%	23%

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5 <sup>th</sup>	99%	99%	100	96	100																																																																																																																																																																						
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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	<table border="1"> <tr><td colspan="6"><b>Math Mean Scale Score: All 2007-2008</b></td></tr> <tr><td></td><td>All</td><td>I</td><td>ELL</td><td>Sped</td><td>SES</td></tr> <tr><td>3<sup>rd</sup></td><td>413</td><td>413</td><td>386</td><td>373</td><td>411</td></tr> <tr><td>4<sup>th</sup></td><td>441</td><td>441</td><td>469</td><td>399</td><td>414</td></tr> <tr><td>5<sup>th</sup></td><td>470</td><td>470</td><td>462</td><td>453</td><td>469</td></tr> <tr><td colspan="6"><b>Math Mean Scale Score: Third and Fourth Quartile (M&amp;E) 2007-2008</b></td></tr> <tr><td></td><td>All</td><td>I</td><td>ELL</td><td>Sped</td><td>SES</td></tr> <tr><td>3<sup>rd</sup></td><td>459</td><td>459</td><td>---</td><td>---</td><td>---</td></tr> <tr><td>4<sup>th</sup></td><td>487</td><td>487</td><td>---</td><td>---</td><td>---</td></tr> </table>	<b>Math Mean Scale Score: All 2007-2008</b>							All	I	ELL	Sped	SES	3 <sup>rd</sup>	413	413	386	373	411	4 <sup>th</sup>	441	441	469	399	414	5 <sup>th</sup>	470	470	462	453	469	<b>Math Mean Scale Score: Third and Fourth Quartile (M&amp;E) 2007-2008</b>							All	I	ELL	Sped	SES	3 <sup>rd</sup>	459	459	---	---	---	4 <sup>th</sup>	487	487	---	---	---	<table border="1"> <tr><td colspan="6"><b>Math Mean Scale Score: All 2008-2009</b></td></tr> <tr><td></td><td>All</td><td>I</td><td>ELL</td><td>Sped</td><td>SES</td></tr> <tr><td>3<sup>rd</sup></td><td>402</td><td>401</td><td>401</td><td>378</td><td>402</td></tr> <tr><td>4<sup>th</sup></td><td>427</td><td>427</td><td>---</td><td>408</td><td>--</td></tr> <tr><td>5<sup>th</sup></td><td>456</td><td>456</td><td>503</td><td>427</td><td>488</td></tr> <tr><td>6<sup>th</sup></td><td>467</td><td>467</td><td>---</td><td>428</td><td>436</td></tr> <tr><td colspan="6"><b>Math Mean Scale Score: Third and Fourth Quartile (M&amp;E) 2008-2009</b></td></tr> <tr><td></td><td>All</td><td>I</td><td>ELL</td><td>Sped</td><td>SES</td></tr> <tr><td>3<sup>rd</sup></td><td>450</td><td>450</td><td>440</td><td>457</td><td>450</td></tr> </table>	<b>Math Mean Scale Score: All 2008-2009</b>							All	I	ELL	Sped	SES	3 <sup>rd</sup>	402	401	401	378	402	4 <sup>th</sup>	427	427	---	408	--	5 <sup>th</sup>	456	456	503	427	488	6 <sup>th</sup>	467	467	---	428	436	<b>Math Mean Scale Score: Third and Fourth Quartile (M&amp;E) 2008-2009</b>							All	I	ELL	Sped	SES	3 <sup>rd</sup>	450	450	440	457	450	<b>Available June 22, 2010</b>																																																												
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5 <sup>th</sup>	510	510	---	---	---
<b>Math Mean Scale Score: Second Quartile (A) 2007-2008</b>					
	All	I	ELL	Sped	SES
3 <sup>rd</sup>	402	402	---	---	---
4 <sup>th</sup>	431	431	---	---	---
5 <sup>th</sup>	460	460	---	---	---
<b>Math Mean Scale Score: First Quartile (FFB) 2007-2008</b>					
	All	I	ELL	Sped	SES
3 <sup>rd</sup>	364	364	---	---	---
4 <sup>th</sup>	386	386	---	---	---
5 <sup>th</sup>	425	425	---	---	---
<b>Reading Mean Scale Score: All 2007-2008</b>					
	All	I	ELL	Sped	SES
3 <sup>rd</sup>	416	416	387	381	415
4 <sup>th</sup>	428	428	506	376	452
5 <sup>th</sup>	447	447	451	417	445
<b>Reading Mean Scale Score: Third and Fourth Quartile (M&amp;E) 2007-2008</b>					
	All	I	ELL	Sped	SES
3 <sup>rd</sup>	462	462	---	---	---
4 <sup>th</sup>	479	479	---	---	---
5 <sup>th</sup>	495	495	---	---	---
<b>Reading Mean Scale Score: Second Quartile (A) 2007-2008</b>					
	All	I	ELL	Sped	SES
3 <sup>rd</sup>	402	402	---	---	---
4 <sup>th</sup>	426	426	---	---	---
5 <sup>th</sup>	445	445	---	---	---
<b>Reading Mean Scale Score: First Quartile (FFB) 2007-2008</b>					
	All	I	ELL	Sped	SES
3 <sup>rd</sup>	367	367	---	---	---
4 <sup>th</sup>	380	380	---	---	---
5 <sup>th</sup>	407	407	---	---	---

4 <sup>th</sup>	482	482	--	573	--
5 <sup>th</sup>	514	514	503	--	498
6 <sup>th</sup>	522	522	---	---	--
<b>Math Mean Scale Score: Second Quartile (A) 2008-2009</b>					
	All	I	ELL	Sped	SES
3 <sup>rd</sup>	400	400	398	392	400
4 <sup>th</sup>	424	424	--	432	--
5 <sup>th</sup>	458	458	--	450	459
6 <sup>th</sup>	478	478	--	465	480
<b>Math Mean Scale Score: First Quartile (FFB) 2008-2009</b>					
	All	I	ELL	Sped	SES
3 <sup>rd</sup>	367	367	379	364	367
4 <sup>th</sup>	389	389	--	389	--
5 <sup>th</sup>	423	423	--	421	--
6 <sup>th</sup>	431	431	--	426	425
<b>Reading Mean Scale Score: All 2008-2009</b>					
	All	I	ELL	Sped	SES
3 <sup>rd</sup>	356	402	390	361	356
4 <sup>th</sup>	425	425	--	397	--
5 <sup>th</sup>	445	445	458	405	473
6 <sup>th</sup>	446	446	--	405	425
<b>Reading Mean Scale Score: Third and Fourth Quartile (M&amp;E) 2008-2009</b>					
	All	I	ELL	Sped	SES
3 <sup>rd</sup>	451	451	443	464	451
4 <sup>th</sup>	474	474	--	471	--
5 <sup>th</sup>	496	496	--	--	500
6 <sup>th</sup>	498	498	---	---	---
<b>Reading Mean Scale Score: Second Quartile (A) 2008-2009</b>					
	All	I	ELL	Sped	SES
3 <sup>rd</sup>	402	402	402	391	402
4 <sup>th</sup>	425	425	--	410	--
5 <sup>th</sup>	445	445	458	451	446
6 <sup>th</sup>	456	456	--	438	460

		<b>Reading Mean Scale Score: First Quartile (FFB) 2008-2009</b>						
		All	I	ELL	Sped	SES		
		3 <sup>rd</sup>	356	356	361	344		356
		4 <sup>th</sup>	387	387	--	378		--
		5 <sup>th</sup>	405	405	--	400		--
6 <sup>th</sup>	409	409	--	401	401			
Percentage of limited English proficient students who attain English language proficiency	---	0%			0%			
Graduation rate	N/A	N/A			N/A			
Dropout rate	N/A	N/A			N/A			
Student attendance rate	92%	93%			93%			
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	N/A	N/A			N/A			
College enrollment rates	N/A	N/A			N/A			
<b>STUDENT CONNECTION AND SCHOOL CLIMATE</b>								
Discipline incidents	<u>K-3 Safe Schools Report 2007/2008:</u> Bullying/harassment=4 Physical attack or fight without a weapon=5 Threats of physical attack without a weapon = 2 Theft or larceny=1  <u>4<sup>th</sup> – 6<sup>th</sup> Safe Schools Report: 2007/2008:</u> Possession of a weapon other than a	<u>K-3 Safe Schools Report 2008/2009:</u> Number of students seriously injured intentionally or unintentionally on school grounds = 1 Physical attack or fight without a weapon=55 Threats of physical attack without a weapon = 22	Available June, 2010					

	firearm=7 Bullying/harassment=33 Physical attack or fight without a weapon=52 Theft/larceny=4 Vandalism/criminal damage=6	<u>4<sup>th</sup> – 6<sup>th</sup> Safe Schools Report: 2008/2009:</u> Possession of a weapon other than a firearm=8 Bullying/harassment=2 Physical attack or fight without a weapon=50 Theft/larceny=4 Vandalism/criminal damage=15	
Truants	Rice Primary: 10 students SC Intermediate: not available	Rice Primary: 9 students SC Intermediate: 15 students	Rice Primary: 4 students SC Intermediate: 10 students
<b>TALENT</b>			
Distribution of teachers by performance level on LEA's teacher evaluation system	Data not available	Rice Primary: 30 teachers: 100% Satisfactory SC Intermediate: 14 teachers: 11 (79%) satisfactory; 3 (21%) needs improvement.	Rice Primary: 30 teachers: 28 (93%) satisfactory; 2 (7%) not satisfactory SC Intermediate: 14 teachers: 9 (64%) satisfactory; 5 (36%) needs improvement.
Teacher attendance rate	Data not available	Mean absences: Rice Primary: = 9 days San Carlos Intermediate = 7 days	Mean absences: Rice Primary: = 9.1 days San Carlos Intermediate = 6.35 days

**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.

<b>SCHOOL DATA:</b>	<b>BASELINE</b>		
	<b>2007-2008 Optional</b>	<b>2008-2009 (Must Complete)</b>	<b>2009-2010 Optional</b>
San Carlos Secondary			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation )	---	Transformation	Transformation

AYP status	No	No	No
Which AYP targets the school met and missed	<b>Met:</b> % Tested <b>Met:</b> Attendance <b>Met:</b> Test Objectives: 7 <sup>th</sup> grade math & reading <b>Missed</b> Test Objectives: 6 <sup>th</sup> grade math & reading 8 <sup>th</sup> grade math & reading	<b>Missed:</b> % Tested <b>Met:</b> Attendance <b>Met:</b> Test Objectives: 8 <sup>th</sup> grade math <b>Missed</b> Test Objectives: 6 <sup>th</sup> grade math & reading 7 <sup>th</sup> grade math & reading 8 <sup>th</sup> grade reading	
School improvement status	RP	RI1	RI2
Number of minutes within the school year	64,632	64,632	64,632

**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	<b>Math % Meets/Exceed 2007-2008</b>						<b>Math % Meets/Exceed 2008-2009</b>						Available June 22, 2010
		All	I	ELL	Sped	SES		All	I	ELL	Sped	SES	
	6 <sup>th</sup>	34%	34%	38%	7%	38%	7 <sup>th</sup>	27%	26%	6%	0%	24%	
	7 <sup>th</sup>	39%	98%	24%	0%	39%	8 <sup>th</sup>	30%	30%	14%	10%	28%	
	8 <sup>th</sup>	22%	22%	11%	6%	20%	10 <sup>th</sup>	27%	27%	24%	0%	---	
	10 <sup>th</sup>	26%	26%	12%	0%	---	<b>Math % Approaches 2008-2009</b>						
	<b>Math % Approaches: 2007-2008</b>							All	I	ELL	Sped	SES	
		All	I	ELL	Sped	SES	7 <sup>th</sup>	27%	26%	39%	6%	---	
	6 <sup>th</sup>	22%	22%	22%	6%	25%	8 <sup>th</sup>	26%	26%	14%	0%	---	
	7 <sup>th</sup>	24%	24%	24%	24%	26%	10 <sup>th</sup>	20%	20%	12%	0%	---	
	8 <sup>th</sup>	27%	27%	24%	10%	29%	<b>Math % FFB 2008-2009</b>						
	10 <sup>th</sup>	16%	16%	20%	9%	---		All	I	ELL	Sped	SES	
	<b>Math % FFB: 2007-2008</b>						7 <sup>th</sup>	44%	44%	56%	94%	---	
		All	I	ELL	Sped	SES	8 <sup>th</sup>	44%	44%	73%	100%	---	
	6 <sup>th</sup>	44%	44%	57%	88%	37%	10 <sup>th</sup>	53%	53%	65%	100%	---	
	7 <sup>th</sup>	40%	40%	66%	76%	36%	<b>Reading % Meets/Exceed 2008-2009</b>						
	8 <sup>th</sup>	54%	54%	66%	85%	51%		All	I	ELL	Sped	SES	
	10 <sup>th</sup>	58%	58%	68%	91%	---	7 <sup>th</sup>	22%	21%	11%	0%	21%	
	<b>Reading % Meets/Exceed 2007-2008</b>						8 <sup>th</sup>	23%	23%	8%	0%	22%	
		All	I	ELL	Sped	SES							

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10 <sup>th</sup>	35%	35%	12%	13%	---																																																																																																																																																																
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7 <sup>th</sup>	40%	40%	56%	19%	---																																																																																																																																																																
8 <sup>th</sup>	37%	37%	29%	9%	---																																																																																																																																																																
10 <sup>th</sup>	52%	52%	59%	25%	---																																																																																																																																																																
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<b>Math Mean Scale Score: Second Quartile (A) 2007-2008</b>					
	All	I	ELL	Sped	SES
6 <sup>th</sup>	479	479	---	---	---
7 <sup>th</sup>	499	499	---	---	---
8 <sup>th</sup>	519	519	---	---	---
10 <sup>th</sup>	673	673	---	---	---
<b>Math Mean Scale Score: First Quartile (FFB) 2007-2008</b>					
	All	I	ELL	Sped	SES
6 <sup>th</sup>	436	436	---	---	---
7 <sup>th</sup>	459	459	---	---	---
8 <sup>th</sup>	479	479	---	---	---
10 <sup>th</sup>	645	645	---	---	---
<b>Reading Mean Scale Score: All 2007-2008</b>					
	All	I	ELL	Sped	SES
6 <sup>th</sup>	448	434	432	358	433
7 <sup>th</sup>	473	458	432	360	455
8 <sup>th</sup>	464	459	456	421	463
10 <sup>th</sup>	639	639	639	494	
<b>Reading Mean Scale Score: Third and Fourth Quartile (M&amp;E) 2007-2008</b>					
	All	I	ELL	Sped	SES
6 <sup>th</sup>	499	499	---	---	---
7 <sup>th</sup>	517	517	---	---	---
8 <sup>th</sup>	517	517	---	---	---
10 <sup>th</sup>	723	723	---	---	---
<b>Reading Mean Scale Score: Second Quartile (A) 2007-2008</b>					
	All	I	ELL	Sped	SES
6 <sup>th</sup>	454	454	---	---	---
7 <sup>th</sup>	464	464	---	---	---
8 <sup>th</sup>	471	471	---	---	---
10 <sup>th</sup>	650	650	---	---	---
<b>Reading Mean Scale Score: First Quartile (FFB) 2007-2008</b>					
	All	I	ELL	Sped	SES

	All	I	ELL	Sped	SES
7 <sup>th</sup>	498	498	---	---	---
8 <sup>th</sup>	524	524	---	---	---
10 <sup>th</sup>	673	673	---	---	---
<b>Math Mean Scale Score: First Quartile (FFB) 2008-2009</b>					
	All	I	ELL	Sped	SES
7 <sup>th</sup>	458	458	---	---	---
8 <sup>th</sup>	474	474	---	---	---
10 <sup>th</sup>	648	648	---	---	---
<b>Reading Mean Scale Score: All 2008-2009</b>					
	All	I	ELL	Sped	SES
7 <sup>th</sup>	458	457	450	429	---
8 <sup>th</sup>	473	473	449	431	---
10 <sup>th</sup>	664	663	640	627	---
<b>Reading Mean Scale Score: Third and Fourth Quartile (M&amp;E) 2008-2009</b>					
	All	I	ELL	Sped	SES
7 <sup>th</sup>	532	532	---	---	---
8 <sup>th</sup>	507	507	---	---	---
10 <sup>th</sup>	700	700	---	---	---
<b>Reading Mean Scale Score: Second Quartile (A) 2008-2009</b>					
	All	I	ELL	Sped	SES
7 <sup>th</sup>	477	477	---	---	---
8 <sup>th</sup>	460	460	---	---	---
10 <sup>th</sup>	654	654	---	---	---
<b>Reading Mean Scale Score: First Quartile (FFB) 2008-2009</b>					
	All	I	ELL	Sped	SES
7 <sup>th</sup>	439	439	---	---	---
8 <sup>th</sup>	426	426	---	---	---
10 <sup>th</sup>	611	611	---	---	---

	6 <sup>th</sup>	415	415	---	---	---		
	7 <sup>th</sup>	424	424	---	---	---		
	8 <sup>th</sup>	429	429	---	---	---		
	10 <sup>th</sup>	563	563	---	---	---		
Percentage of limited English proficient students who attain English language proficiency	---						0%	0%
Graduation rate	48%						51%	63%
Dropout rate	6% (3 yr ave)						6% (3 yr ave)	1%
Student attendance rate	91%						90%	Available June 2010
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	N/A						4%	3%
College enrollment rates	---						7%	Projected: 10%
<b>STUDENT CONNECTION AND SCHOOL CLIMATE</b>								

Discipline incidents	<p><b><u>SCJHS (6-8) Safe Schools Report 2007/2008:</u></b>  Number of students seriously injured=58  Number of students seriously injured due to violent act=12  Number of school personnel attacked or injured=2  Use of a weapon other than a firearm=27  Possession of a weapon other than a firearm=34  Distribution of illegal drugs=6  Possession or use of illegal drugs=49  Possession or use of alcohol=7  Hate crime=24  Bullying/harassment=26  Physical attack or fight with a weapon=5  Physical attack or fight without a weapon=60  Threats of physical attack with a weapon=16  Threats of physical attack without a weapon=37  Theft/larceny=6  Vandalism/criminal damage=286</p> <p><b><u>SCHS (9-12) Safe Schools Report 2007/2008:</u></b>  Number of students seriously injured due to violent act=1  Use of a weapon other than a firearm=1  Possession of a weapon other than a firearm=1  Distribution of illegal drugs=4  Possession or use of illegal drugs=62  Possession or use of alcohol=19  Bullying/harassment=20</p>	<p><b><u>SCJHS (7-8) Safe Schools Report 2008/2009:</u></b>  Possession of a weapon other than a firearm=21  Possession or use of illegal drugs=11  Possession or use of alcohol=16  Possession or use of tobacco=12  Physical attack or fight without a weapon=42  Threats of physical attack without a weapon=70  Theft/larceny=15  Vandalism/criminal damage=104</p> <p><b><u>SCHS (9-12) Safe Schools Report: 2008/2009:</u></b>  Students seriously injured due to violent act=1  Possession of a weapon other than a firearm=1  Distribution of illegal drugs= 2  Possession or use of illegal drugs=37  Possession or use of alcohol=19  Bullying/harassment=13  Physical attack or fight without a weapon=9  Threats of physical attack without a weapon=12  Theft/larceny=5  Vandalism/criminal damage=15  Out-of-school suspensions= 70</p>	Available June 22, 2010
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	Physical attack or fight without a weapon=26 Threats of physical attack with a weapon=1 Threats of physical attack without a weapon=17 Theft/larceny=3 Sexual Harassment=2 Vandalism/criminal damage=11		
Truants	Data not available	Data not available	Data not available
<b>TALENT</b>			
Distribution of teachers by performance level on LEA's teacher evaluation system	----	JHS: 13 teachers: 13 satisfactory HS: 28 teachers: 2 unsatisfactory	JHS: 13 teachers : 10 satisfactory; 3 unsatisfactory HS: 24 teachers
Teacher attendance rate	Data not available	91%	Available June 2010

## 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?
<b>Standard 1: Leadership Systems</b>			
Administrators are chosen for getting results, influencing others and willingness to change	<p>There has been a dramatic and continuing shift in district structures, culture, policies and process. District and school administrators have been participating in intensive professional development in order to prepare them for being effective administrators in leading change. The focus of their training has been getting results, building capacity, and guiding change. For example, all administrators have participated in classroom walk-through training through ASU which has forced daily interaction with teachers on effective teaching and its impact on learning.</p> <p>Administrators have been trained in research-based instructional strategies in order to implement and monitor use of a web-based lesson planning</p>	<p>The district is small and has had limited capacity for recruitment. The district recognizes the need for a more effective system of recruitment, selection, and hiring.</p> <p>The Junior High has been operating under interim leadership during the second semester of the 2009-2010 school year.</p>	<p>The district has developed a comprehensive plan for continuous improvement of teaching and learning in all schools, in all grades, in all classrooms, and for all students. Data will continuously inform leadership on the implementation of the plan and its impact on student learning. District and school leadership teams will be held accountable for full and effective implementation of the Transformation plan.</p> <p>To ensure effective leadership, well, orchestrated change, and results, the Superintendent is reassigning principals and creating a strong district and school leadership team. The existing four schools will be combined into two schools: a K-6 school, and a 7-12 school. The principals of the K-3 school and the High School have been reassigned to administrative support roles in the implementation of the transformation model in the schools.</p> <p>The Intermediate principal will assume the principalship of the K-6 school. A transformation principal will be recruited and hired for the newly configured 7-12 school. The district has advertised for the position and is actively recruiting. The</p>

	<p>system. Administrators work with teachers to ensure effective daily lesson design. They are creating a climate in which data guides decisions, instruction, and interventions. They have led implementation of formative assessment systems.</p> <p>Three of the school principals have been working with a mentor provided by ADE. The Superintendent has created a strong cohesive leadership team in order to create consistent change and transformation districtwide.</p> <p>The district has supported two Native American educators in the district in participation in the ASU Excel program. The program is designed to prepare teachers to move into administration with strong knowledge and skills.</p>		<p>position will remain open until a highly effective candidate can be found. In order to attract a high quality administrator, the district is offering a signing bonus as an incentive.</p> <p>The interviewing and selection process will include the use of the Ventures model, a research-based model for identifying leaders with the characteristics that define highly effective administrators.</p> <p>As a guide in defining effectiveness, the district will include the qualifications defined in the Teacher Advancement Program (TAP), a research based system for improving teaching and learning. A TAP principal is a strong instructional leader, an expert administrator, and able to create a vision of increased student achievement through the use of TAP. A TAP principal is at least “proficient” in: a) developing an exemplary school instructional academic improvement plan, b) communicating student progress, and c) exhibiting instructional leadership with knowledge of both quality instructional practices and of curriculum.</p> <p>The two aspiring administrators who have been involved in the ASU Excel program will become administrative interns to support the implementation of the transformation model. They will have continuing support from ASU during this part of their training in applied administration.</p>
<p>District has a comprehensive plan for recruiting and retaining highly effective teachers and leaders.</p>	<p>The district has been training administrators on effective interviewing and hiring practices using the Ventures process and protocols. Recruitment efforts have been expanded through the assignment of a district administrator to recruit aggressively throughout the state and</p>	<p>In the past, recruitment has not been as coordinated, focused, and intensive as it needs to be in order to recruit and attract high quality, highly effective teachers and leaders. Hiring decisions have been</p>	<p>The district has defined its vision, mission, goals and learning standards to form a pervasive culture of expectation in all schools. This forms a framework for marketing the district as an opportunity for highly effective educators to work in a dynamic environment and to be part of a success story.</p> <p>All administrators who have hiring responsibilities will continue their training with the Ventures system.. Through Ventures training, administrators learn to conduct interviews</p>

	<p>nation.</p> <p>Hiring bonuses are being offered to attract highly qualified teachers into critical positions. Beginning this year, retention bonuses will be paid to highly qualified teachers to incent them to stay with the district.</p> <p>As discussed above, two teachers are participating in the ASU Excel program to become administrators.</p> <p>The district has integrated the ATCs with the leadership in the schools to guide and support teachers in effective teaching strategies and best practices. In addition to coaching individuals and groups, they conduct classroom walk-throughs and provide feedback to teachers. With the support of the training provided by ADE, they have truly become teacher leaders.</p>	<p>based on the individual styles and perceptions of the interviewers. No incentive bonuses for hiring or retention have been structured within the budgets or hiring procedures.</p>	<p>that reveal the characteristics associated with highly effective teachers and leaders. The district will establish a bonus structure to recruit and retain quality staff.</p> <p>The implementation of the Teacher Advancement Program (TAP) system will embed practices and procedures that support recruitment and retention of highly effective teachers and leaders. TAP is based on four elements:</p> <ol style="list-style-type: none"> <li>1. Multiple Career Paths – TAP allows teachers to pursue a variety of position throughout their careers—career, mentor and lead teacher depending upon their interests, abilities, and accomplishments.</li> <li>2. Ongoing Applied Professional Growth. TAP restructures the school schedule to provide time during the school day for teachers to meet, learn, plan, mentor, and share with other teachers, so they can constantly improve the quality of their instruction, and increase their students’ achievement.</li> <li>3. Instructionally Focused Accountability - TAP has a comprehensive system for observing teachers and rewards them for how well they teach.</li> <li>4. Performance-Based Compensation- TAP changes the current system by compensating teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students.</li> </ol> <p>Through TAP there are multiple opportunities for shared leadership and career development. Every member of the staff plays a key role in fostering student success. Individuals and groups use data to guide decisions and actions; evidence is used to evaluate success.</p> <p>The district will implement the ASU BEST induction program which will support new teachers for their first two years in the district. The ASU TAP Regional Master Teacher Leader will oversee the program and deliver 8 seminars a year. The district</p>
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			<p>develop their leadership skills.</p> <p>Another strategy for retaining teachers is that of providing extensive professional development so that teachers become increasingly effective creating a sense of job satisfaction. A sense of efficacy is critical to retention of staff. Teams of teachers from all four schools have begun training in the Skillful Teacher provided by Research for Better Teaching. Teachers will participate in the Intel Teach for the Future professional development to gain skill and comfort in integrating technology into teaching and learning. This will transform the classrooms and help teachers reconceptualize their roles. All the diverse professional development that teachers receive will converge in the cluster meetings as teachers learn to translate their new knowledge into improved teaching and learning.</p>
There is a process to evaluate principals' abilities to demonstrate behavioral competencies of instructional leadership	Principals are evaluated by the superintendent. He provides ongoing feedback on their performance and mentors them toward higher levels of leadership. The superintendent, despite 30 years of experience and a doctorate degree, is participating in ASU inservice training to refine skills.	The current evaluation system is inadequate to assess performance against the transformation model. It does not address the specifics of the leadership roles being created. The Governing Board has expanded policy related to admin evaluation to include teacher and student progress.	<p>As noted above, the district is implementing the TAP System, a research-driven reform model for improving teaching, leading, and learning.</p> <p>In alignment with the TAP teacher evaluation rubric, TAP provides a Program Review for Fidelity rubric that will be used as a component of the principal evaluation system. A second component is a value-added growth model for evaluation of student achievement. Taken together and administered mid-year and end of year, the two instruments provide a look at the effectiveness of the principal in improving teaching and learning in the school.</p>
The LEA aligns personnel evaluations to effective instructional	During the 2009-2010 school year, the district initiated a classroom walk-through system. Administrators and coaches were trained through ASU on	Formal personnel evaluations do not align to instructional performance with	The district will partner with ASU to implement the TAP System for Teacher and Student Advancement. This is a national education reform model for-developing and evaluating levels of instructional performance using the TAP Instructional

<p>performance.</p>	<p>the Downey system and are receiving ongoing training and implementation monitoring. The training includes both observation skills and feedback skills in order to impact teacher effectiveness. The walk-through indicators align to the expected performances on which teachers are receiving professional development. The instructional coaches in each school align their coaching with the expectations set by the walk-through indicators.</p> <p>Teachers use FOCUS, a web-based tool for lesson planning tied to the district's standards based curriculum. FOCUS provides administrators and coaches access to monitoring the quality of lesson plans and ensuring that daily lesson plans are aligned with the curriculum maps and pacing guides.</p>	<p>sufficient specificity, frequency, and accountability to improve performance. There is inconsistency in the evaluation process from school to school. The Governing Board has expanded policy related to teacher evaluation to include student progress in addition to Transformation innovations/expectations. Administrators will participate in training related to evaluation for incentive and for professional growth.</p>	<p>Rubric (this is linked to 10 years of research linked to value added data). TAP evaluations are tied to career advancement and performance pay and occur four to six times a year. ASU will provide ongoing training and support in the implementation of the program through the Regional Master Teacher Leader as well as the TAP Director.</p> <p>The TAP rubric for evaluating teacher performance is a national framework/ model based on the work of Charlotte Danielson that defines effective teaching. Teachers will be trained in every aspect of the rubric over the course of the year. Teachers will meet in clusters (PLCs) to learn about, plan for, and assess the elements in the rubric. They will receive feedback on their performance relative to the rubric four to six times a year in addition to feedback during classroom walk-throughs. There will be positive affirmations as teachers make progress in reshaping their instructional skills. The Leadership Team is responsible for providing support and feedback on the rubric as they work with the Regional Master Teacher Leader to build capacity.</p> <p>Using the TAP System, teacher evaluation is based on three elements: 1) the TAP teaching skills, knowledge; and responsibilities performance standards; 2) schoolwide student achievement growth; and 3) classroom level student achievement growth. Student growth is measured using a research-based growth model.</p> <p>The TAP System was selected following presentations to district administrators and planning teams. ASU has provided materials and information from which the district leadership was able to assess the fit with the district needs. Teachers have been provided with information regarding the teacher evaluation component of the transformation plan and have had opportunities for input. The superintendent has discussed it</p>
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<p>The LEA has a process and procedures in place to exempt schools from district policies that restrict innovation; i.e. staffing, budgeting, and scheduling.</p>	<p>The district has embraced transformation as a system-wide reform. The School Board is very supportive of the transformation efforts and is already revising policies to support changes to allow full implementation. The district recognizes that policies will need further change as the Transformation model is implemented.</p>	<p>Change is a process, not an event. The process of change is not complete, and needs will continue to emerge. The Board members are aware that they play critical roles in allowing and supporting change.</p>	<p>Because this is a district-wide transformation, the district--through its school board—is able to assess the process of change and adjust policies as needed. The different needs of elementary and secondary schools will dictate different solutions to problems. The superintendent and Board will promote innovation toward excellence. Further, the Governing Board has taken action in open public meeting to establish Transformation as the model for School Improvement. The Board has committed to all components of the process as demonstration of their commitment to support real change in student outcomes. The superintendent believes in building leadership capacity and has given principals the authority to make decisions regarding staffing, budgets, and scheduling.</p>
<p>District has a plan to monitor implementation of the intervention model or</p>	<p>The Superintendent has developed a strong leadership team; he holds them accountable for implementation of</p>	<p>While the leadership team has a strong sense of their responsibilities for</p>	<p>In order to transform the district, the district is making dramatic changes. Extensive planning for transformation has involved all concerned constituents and has been based on a search for</p>

<p>school improvement plan. This would include processes to be used, timelines, benchmarks, consequences, etc.</p>	<p>district and school improvement efforts. Because he has involved the team in planning and implementation, all administrators have a clear understanding of the expectations for improvement initiatives. He is developing a revised organizational chart with key positions accountable for supporting and monitoring all components of the transformation plan.</p>	<p>implementing and monitoring the school improvement efforts, staff members are at various levels of understanding, abilities to implement, and acceptance of the implications of transformation.</p>	<p>research-based and proven strategies and programs. The scope of the planned changes will require a structured approach to monitoring progress toward full and faithful implementation. The district is developing a comprehensive system to support and monitor the implementation of the transformation model. The district will develop a logic model, monitoring tools, and a written implementation plan with goals, strategies, activities, timelines, benchmarks, persons responsible, and monitoring processes. The district leadership team will meet weekly to oversee the implementation of the Transformation Model at the district and school levels.</p> <p>Monitoring will focus on the key components of the district's Transformation Plan:</p> <ol style="list-style-type: none"> <li>1. Consolidation of the four schools into two;</li> <li>2. Revision of schedule to increase student learning time;</li> <li>3. Reorganization of the administrative structure;</li> <li>4. Implementation of instructional support at every school and grade level/department, including Master Teachers, Mentor Teachers, Lead Teachers, Direct Instruction Coaches, and Technology Coaches;</li> <li>5. Implementation of TAP as an evaluation system including career paths for teachers and compensation based on effective teaching, schoolwide student achievement, and class student achievement;</li> <li>6. Implementation of a formal and embedded professional development program;</li> <li>7. Daily grade level/department cluster teams (PLCs) for PD, instructional planning based on data, mentoring;</li> <li>8. Implementation of direct instruction in reading and math in grades K-6;</li> <li>9. Implementation of content rich integrated Humanities and STEM classes K-8;</li> <li>10. ASU new teacher induction program;</li> <li>11. ASU NEXT program for preparing paraprofessionals to</li> </ol>
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			<p>become teachers;</p> <p>12. Updated standards-based curriculum maps and pacing guides to align with revised course of study;</p> <p>13. Design and implementation of a standards-based grading system;</p> <p>14. Integration of technology into instruction.</p>
<b>Standard 2: Curriculum, Instruction and Professional Development</b>			
<p>The LEA has core curriculum that is evaluated and revised annually. Programs &amp; practices are evaluated and discarded in a timely manner if they do not show measurable learning results</p>	<p>This year the district developed a K-12 standards-based curriculum aligned to the Arizona Academic Standards which is vertically aligned. The curriculum includes maps and pacing guides for the teaching of each performance objective.</p> <p>The district has developed a standardized lesson plan format based on the Hunter model and has provided training and coaching. Teachers are using FOCUS, a web-based curriculum and instruction system, for developing and storing daily lesson plans. FOCUS provides administrators and coaches with monitoring tools to review lesson plans to ensure quality planning and adherence to the curriculum timelines.</p> <p>With ongoing assessment of student learning, data is available to support decisions regarding the effectiveness of programs and practices. When programs or practices are not working,</p>	<p>All curricula will need to be reviewed and updated to align with changes in the courses of study at all grade levels. For example, the K-6 teachers will need to develop new curriculum maps and pacing guides for Science and Social Studies in order to support their planned STEM (science, technology, engineering, and math) and Humanities (Language Arts and Social Studies) courses. Teachers will need professional development on cross curricular integration and integration of technology.</p>	<p>The district will review achievement data to assess the impact of the current curriculum. There is a process by which curriculum will be updated to align with the courses of study planned for the transformation model. The course of study is being revised for all grade levels. The revised schedule will ensure teaching of standards for all core academic areas K-12 using a combination of highly structured reading and math classes (direct instruction K-8) and classes with rich integration of content (e.g., STEM classes which integrate science, technology, and mathematics). At the end of each school year, the leadership team will review data (including achievement data, classroom observation data, lesson plans) to determine strengths and weaknesses of the curriculum and instruction in order to make revisions as needed.</p> <p>The leadership team will monitor the effectiveness of the curriculum throughout the year through their weekly meetings and cluster groups. Mentor teachers will assist teachers in translating the curriculum into effective instruction.</p> <p>As part of the implementation monitoring process, the leadership teams will review data to determine the success of each program and practice. They will take make timely decisions about adjustments that need to be made to improve successful implementation of programs and practices and</p>

	<p>the leadership team makes the decision to discard them and to focus on what works.</p>		<p>decisions to discard those that are ineffective.</p> <p>The district has recently been awarded a technology grant that will provide teachers with electronic tools to enhance instruction. Intel Teach to the Future training will teach them to integrate technology through development of instructional units.</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>There will be two instructional coaches at each school. Further, two administrator interns will support the coaches at the elementary school. The Interns have been trained as Turnaround Coaches. Teachers in all schools operate in Professional Learning Communities (PLCs) with support from the coaches to address school improvement needs.</p>	<p>The district needs to develop a written comprehensive professional development plan that aligns with the Transformation model. There is a need for coordination of districtwide professional development in order to stay focused on the Transformation goals and activities.</p> <p>Teachers need additional training and focus for their work in TAP cluster teams (PLCs).</p>	<p>The District will hire a Director of Professional Development to plan, support, and monitor professional development efforts in the schools. The transformation plan includes a support structure that provides ongoing embedded professional development for all teachers. The professional development director will train, support, monitor, and evaluate the school support staff described below:</p> <ol style="list-style-type: none"> <li>1) The K-6 elementary school will have four Master Teachers and the 7-12 secondary school will have two. The Master Teachers will work as a team under the direction of the Director of Professional Development to implement the Transformation professional development plan, monitor its implementation, review data to guide professional development and coaching, and to support the TAP System.</li> <li>2) A Mentor Teacher will be assigned to each grade level/department team to provide support for instructional planning as teachers implement content rich integrated classes designed to provide students with 21<sup>st</sup> century skills and content. The Humanities (integrated Language Arts and Social Studies classes), Writing and Publishing classes, and STEM (integrated science, technology, engineering, and mathematics classes) will use technology and diverse resources to learn, communicate, collaborate, complete projects, and solve problems. The Mentor Teachers will co-teach with classroom teachers in order to model and support effective use of instructional strategies, and they will not have their own</li> </ol>

			<p>classroom. As a team, the Mentor Teachers and grade level/department teachers will monitor student achievement and plan appropriate instruction and interventions.</p> <p>3) A Lead Teacher will be selected to be the coordinator of grade level/department activities and to serve as a team resource. The Lead Teachers will be full-time teachers with additional responsibilities for implementation.</p> <p>4) A Direct Instruction Coach in each school will work with teachers to plan for effective delivery of their direct instruction programs in Reading and Math. The DI coaches will monitor implementation and coach teachers in the techniques and strategies necessary for effective delivery.</p> <p>5) A Technology Coach in each school will work with teachers to support their implementation of the training they will receive through the Intel Teach for the Future professional development program. The schools will implement classroom technology (interactive white boards, student response systems, document cameras, Internet access) and student personal technology (individual netbooks and student response pads).</p> <p>The district professional development plan will be coordinated with the TAP System training in order to provide maximum district support for TAP implementation.</p> <p>Each teacher will develop a formal Individual Growth Plan developed in collaboration with a Mentor teacher. The purpose of the IGP is to assist teachers in accomplishing instructional goals that lead to increased student achievement. Each teacher is required to develop and continually update his/her personal IGP. Each teacher will receive professional development and support based on his/her individual plan and on identified needs arising from observations and review of student data.</p>
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			This cohort of aspiring teachers will attend classes for half days and provide instructional support for half days.
The LEA has negotiated the necessary changes in collective bargaining agreements to provide the LEA/principals with greater control over hiring, placement, and retention of staff.	San Carlos USD does not have a collective bargaining agreement with the union. District and school administrators have control over hiring, placement and retention of staff. The district recognizes the importance of exercising greater control over hiring, placement, and retention of staff.	Contract law currently restricts full freedom of decisions regarding retention.	The district is working with its legal advisors and paying attention to advice from the Attorney General in crafting policy language to allow greater control over dismissal of ineffective staff. The teacher contracts for 2010-2011 reflect new language commensurate with the new state 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.	San Carlos USD has an evaluation process in place. It recognizes that there is a need for a strong system for removing ineffective teachers that aren't willing or able to participate in the turnaround process.	The current system is not adequate for identifying ineffective teachers and for providing a basis for dismissal procedures. The system is implemented inconsistently across schools. The district is putting policy and procedures in place to require evaluation of teachers and administrator on quarterly basis. This process will require use of TAP procedures as well as student progress monitoring data.	<p>TAP will be a key transformation component to put in place a strong teacher evaluation process. The district will partner with ASU to implement and support the system. Teachers, coaches, and administrators will be trained on the system and its processes. TAP provides the tools and constructs for evaluating teachers, assisting them in career growth, and providing additional compensation for effective performance linked to student achievement. The TAP Regional Master Teacher Leader will provide ongoing support.</p> <p>The TAP Leadership Team in each school is comprised of the Principal and the Master Teachers. They are trained in the Instructionally Focused Accountability System (Teacher Skills, Knowledge and Responsibility Standards and TAP Instructional Rubrics) to ensure team members' observations and conferencing skills are expert. Following each observation, they conduct conferences with all teachers and determine each teacher's score. Teachers will be put on improvement plans and, with feedback four to six times a year, teachers will have multiple opportunities to improve their effectiveness. Teachers who are unable or unwilling to do so will be removed. The School Board is committed to this process and will provide the</p>

			necessary support for implementation of the evaluation process and its determinations regarding continued employment.
The LEA has a systematic process for measuring quality instruction and student engagement including walkthrough procedures	<p>This school year the administrators are being trained by ASU in the Downey walk-through system. All administrators and coaches conduct daily walk-throughs and provide feedback to staff. The ASU professor makes periodic site visits to accompany the administrators on their walk-throughs to ensure correct and consistent practice and to provide ongoing training.</p> <p>All principals have trained as qualified evaluators in SY 09-10.</p>	Walk-through practices need refinement and reinforcement with teachers and administrators.	<p>The TAP Instructionally Focused Accountability System (Teacher Skills, Knowledge and Responsibility Standards and TAP Instructional Rubrics) described above will provide a systematic process for evaluating the quality of instruction. During cluster team meetings, teachers will be trained in an element of the TAP instructional rubric followed by practice, observation, and feedback on the quality and fidelity of the use of the targeted element. Teachers will build their instructional proficiency element by element using student data as a measure of the effectiveness of the implementation.</p> <p>The walk-through process that was initiated this year will continue throughout the Transformation project with ongoing support in consistent and effective implementation. Data from the walk-through protocols will be used to inform the Director of PD and the coaches as to the need for additional training and support.</p> <p>The ASU NEXT grant will support qualified evaluation training for Master Teachers and Mentor Teachers.</p> <p>The TAP program will be a new element for systematic measurement of quality instruction. (See discussion above.)</p>
The LEA has a systematic process enabling teachers to collaborate during the work day to use data to improve instruction.	In grades K-6 teachers have designated time for collaboration in grade level PLCs. They use this time to develop lesson plans, review data, and address common issues. In grades 7-12, teachers are scheduled to meet as department teams. 7 <sup>th</sup> and 8 <sup>th</sup> grade teachers will have an additional planning period every other day for	The PLCs need continuing purpose and structure. The teams in grades 7-12 are less structured around common issues since each teacher teaches a different course within a	<p>A daily schedule has been developed for next year that includes one hour daily for cluster team meetings led by the Mentor Teachers. The TAP Master Teacher Leader will meet with cluster teams regularly to continue their professional growth related to the TAP Instructional Rubric by which they will be evaluated.</p> <p>The implementation of TAP will provide ongoing structure and purpose around improving instruction. Principals, Coaches and</p>

	grade level coordination.	content area.	<p>administrators will monitor the effectiveness of the PLCs in each school and intervene as needed to bring greater focus and productivity with assistance of the Regional Master Teacher Leader.</p> <p>During cluster time, the team will follow the STEPS protocol:</p> <ul style="list-style-type: none"> <li>• Review of school/cluster goal and use of student data to track progress and analyze within the group</li> <li>• New learning facilitated by Master/Mentor teachers</li> <li>• Development time for teachers to develop new learning and collaborate with each other</li> <li>• Apply new learning in the classroom with support from Master/Mentor teachers</li> <li>• Evaluate student progress based on implementation of new learning through assessments/student work..</li> </ul>
<b>Standard 3: Assessment System</b>			
The LEA has a comprehensive data warehouse system that allows for the collection of student data down to individual student performance	The district incorporated a Data Specialist in SY 2009/10 to coordinate the collection, compilation, analysis, and reporting of data. The district has FOCUS, a data warehouse for collection of student data down to individual student performance. Teachers administer weekly LtoJ quizzes and use the data	The data warehouse is underutilized. Further, teachers need considerable development in the use of data to modify and adjust instruction.	<p>The FOCUS data warehouse provides a web-based tool as a repository for diverse achievement data. Data can be accessed to the district, school, classroom, and student levels. Teachers have access to the data to inform lesson planning, evaluate the effectiveness of instruction and programs, and to view diverse indicators of progress in one graphic representation.</p> <p>The FOCUS data warehouse will be further customized to the needs of the district in support of the transformation plan. The data specialist, administrators, and teachers will receive additional training on its use.</p> <p>The ASU NEXT grant will provide two types of data to inform decisions and instruction: 1) analysis of TAP teacher observations, and 2) student achievement growth data using the Colorado growth model.</p>
The measurement of student learning is used to better support	The district has created a position of a Data Specialist to coordinate data	The process needs to be broader and more	A written assessment plan, (including the processes, timelines, data collected, data analysis, reporting, and responsibilities of

<p>systemic, programmatic and instructional decisions, and is part of the core work of the district and schools.</p>	<p>collection, analysis, and reporting. It has implemented several measures for formative assessment of student progress. Teachers administer: a. Galileo quarterly benchmark assessments, b. weekly LtoJ quizzes based on annual academic performance objectives, c. DIBELS in grades K-6 three times a year plus weekly or biweekly for students in intervention, and other agreed upon measures for other content areas. The K-6 grade level PLCs meet with coaches to review data and to make instructional decisions. Coaches and administrators review data with an eye toward programmatic decisions. Further, the district has moved to implementing a RTI model that uses instructional materials that are structured and sequenced. Lesson adjustments based on student assessment require teacher action every 6 to 10 lessons. Teachers in grades 7-12 review the data for their students and use it to guide their instructional decisions. At the district level, the data are used to make decisions about courses, resources, and professional development. A K-6 intervention program in reading was initiated in January 2010. It is monitored by DIBELS assessments; the data are reviewed by the principals and superintendent for an evaluation of the effectiveness of the intervention</p>	<p>systematic in order to coordinate decisions across faculties and schools. Collection of formative assessment data across schools and grades will</p>	<p>staff) will outline a comprehensive assessment system. The Professional Development Director will coordinate training on the plan to ensure that all leaders and teachers understand the measures to be used, the timelines for implementation, the data that will be generated, and how to translate the data into instructional planning.</p> <p>During cluster meetings, teachers will review current data as a step in instructional planning. During their collective and individual work with teachers, the TAP Teacher Leader, the Principal, the Master Teachers, the Mentor Teachers, and the Lead Teachers will consistently reference student achievement data in assessing the effectiveness of instruction and in planning instruction and interventions.</p> <p>The district Leadership Team will review formative and summative data in order to assess the overall effectiveness of the Transformation Model. The data will guide adjustments to implementation.</p> <p>The district will refine and continue the use of DIBELS benchmarks and progress monitoring according to the level of intervention, LtoJ weekly quizzes to monitor progress toward the annual State performance objectives, Galileo quarterly benchmarks, and grade level formative assessments.</p> <p>Student achievement data, walk-through data, and teacher evaluation data will continue to inform decisions and interventions in the implementation of the Transformation Plan. Data will inform:</p> <ol style="list-style-type: none"> <li>1. Professional development for schools, groups, and individuals;</li> <li>2. Leadership activities related to implementation progress;</li> <li>3. Goal setting;</li> <li>4. Assessment systems;</li> <li>5. Budgeting and resource allocation;</li> </ol>
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	program and for making decisions about needed adjustments to the program.		6. Reporting.
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.	School goals for ASIPs are established based on student achievement data. As presented in Section A, the district leadership team has developed a vision and mission based on the 21 <sup>st</sup> Century skills that are needed for success in the 21 <sup>st</sup> Century.	It will take more time for the vision and mission to be internalized by all staff. The goals must be operationalized and articulated in order for them to fully impact the work of the school.	<p>The Superintendent and the district leadership team will develop an LEA improvement plan that will guide the transformation process. The plan will include clear goals for student achievement and for staff performance in fostering achievement.</p> <p>The Principals will be responsible for the development of an exemplary school plan aligned to the school’s vision and mission that includes specific data-driven student achievement goals, curricular/instructional interventions, and quarterly updates on progress. The Principals are expected to develop a school plan that it is easily understandable, identify and utilize meaningful measures of progress (teacher formative assessments, benchmarks, and AIMS), and effectively analyze student data and identify corresponding instructional interventions. The plan must align with the district’s vision of ensuring that all students graduate prepared for success in the 21<sup>st</sup> century.</p>
The LEA has a system in place to train and support teachers in using data to drive instruction.	The data specialist provides relevant data and interprets it with the teachers. The instructional coaches work with the teachers individually and in their PLC teams to translate the data into instruction and intervention. The coaches monitor and support data-driven decision making.	Teachers need continuing development of a toolbox of strategies for use in differentiating instruction and in planning instruction that addresses the needs surfaced by the data.	The transformation plan includes a support team at each school responsible to provide formal and informal professional development. A key responsibility of the support team is the use of data to guide instructional decision-making. The elementary school will have four Master Teachers, nine Mentor Teachers, two direct instruction coaches, and a technology integration coach. The secondary school will have two Master Teachers, four Mentor Teachers, and a technology integration coach. They will work as a team at each school to coordinate their support services for teachers and to maintain consistency of approach. In addition, the TAP support provided by ASU will assist teachers in planning appropriate and effective

			<p>instruction based on the use of data.</p> <p>The Regional Master Teacher Leader will be trainers of trainers for the TAP leadership team on data analysis. The school plan will be monitored and assessments will be analyzed on an ongoing basis throughout the year.</p>
<b>Standard 4: Culture, Climate, and Communication</b>			
District staff, school board members, and association members work together to make the dramatic changes the restructured school(s) need for improving student learning	The Superintendent has been working with the School Board, administrators, district staff, and association members and staff representatives throughout the year in addressing the requirements for transformation established by the ADE. The need for change is dramatically apparent in the student achievement data; all concerned constituents have recognized that need and have collaborated to seek resources and to develop this plan.	<p>Change is difficult. Transformation is arduous.</p> <p>There is a natural sense of uncertainty mixed with hope as all stakeholders approach the implementation of the Transformation Model.</p>	<p>Throughout the current school year, teams at every level have been meeting and planning for transformation. Each grade level/department team, each school leadership team, each school and department staff, the district leadership team, and school board members have been involved in planning. The year has been spent looking at data, participating in training, trying out new programs/strategies, working with the ADE resources, and allocating resources to support it all.</p> <p>An outcome of the year's efforts has been a coming together of stakeholders around a shared sense of the need for change and the development of a plan for going forward. While the sense of urgency and several curricular decisions have been top down, the Superintendent will continue to strive for and insist upon shared decision-making and involvement as the transformation process proceeds.</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	The School Board and the Superintendent are providing strong leadership for the school improvement efforts. This is the number one priority for all district and school administrators. The focus is on the goals with ongoing monitoring of progress toward them and midcourse corrections occurring whenever	In the past progress has been slower than desirable; there are no systemic ways to measure and report progress toward implementation of reform programs.	Student achievement will be the number one indicator for all improvement efforts. The improvement of both teaching and learning is the focus for the innovations that undergird the transformation plan. Implementation progress will be assessed through daily walk-throughs, teacher evaluation four to six times a year using the TAP rubric, review of student assessment data, and observation of performance in the teacher cluster teams. Using a value added growth model will provide teachers and administrators with an indicator that clearly

achievement	needed. This year the district has implemented a comprehensive assessment program to monitor student progress: DIBELS for benchmark assessment of all students and weekly/biweekly assessment of students in intervention, LtoJ for weekly assessment of progress toward the annual performance objectives for each content area and grade level, and Galileo for quarterly benchmarks measuring the grade level standards.		measures our effectiveness.  All teachers in both schools will continue to administer the LtoJ weekly quizzes and the Galileo quarterly benchmarks, compile data, and analyze progress over the course of the year. Further, a focus will be placed on helping teachers analyze their own student data and to monitor and adjust lessons accordingly.  Through cluster groups all teachers work towards the school plan. Student data is utilized weekly to drive instruction and decision-making.
The LEA has a valued culture of high expectations for student achievement including established vision, mission, and goals	District administration has put in place programs and strategies designed to improve achievement as a means of altering expectations. Standards-based curriculum with instructional maps and pacing guides speak to the expectation that standards be taught in every core content area. A web-based lesson planning system requires daily lesson planning using a Hunter format. Formative assessments require weekly, biweekly, and quarterly monitoring of student progress toward meeting the academic standards. This includes initiation of intervention programs that are already accelerating student progress and signaling higher levels of abilities than previously expected. The daily work by coaches to improve instructional planning and delivery in order to improve achievement is another strategy for changing the	Due to the long history of substandard student achievement, the district administration is intent on changing the level of expectations on the part of students, teachers, parents, and community. The pattern of under-expectation has been embedded in the culture without conscious awareness on the part of students, teachers, and parents.	While challenging, the level of activity around the transformation efforts is proving to be a wake-up call for teachers and administrators. The culture has shifted from one of status quo to one valuing effectiveness and achievement. The PLA transformation plan includes continued implementation and refinement of the curriculum maps and pacing guides, increased quality of lesson planning aligned with the curriculum, increasingly effective instructional delivery monitored by daily walk-throughs and TAP evaluation of teachers four to six times a year. The revised daily schedule includes one hour periods for PLCs to collaborate, review data, plan lessons and units, and receive PD. Teachers have one hour personal planning periods daily during which time they may work with the Mentor Teachers for planning and mentoring.  The district leadership team will do walk-throughs at both schools to monitor the climate and culture for high expectations and congruence with the vision, mission, and goals of the transformation model.  Much time has been spent this year in district and school teams

	<p>culture to one of success. The district is in the process of finalizing a vision and mission for the schools and district based on the 21<sup>st</sup> Century skills that are needed for success in the 21<sup>st</sup> Century.</p>		<p>developing Mission, Vision, Values, and Beliefs statements. The goals established for our transformation reflect a greater emphasis on growth for every student: growth sufficient to close the gap between performance and grade level expectation or beyond.</p>
<p>All staff members are held accountable for increased student achievement.</p>	<p>Teachers, coaches, and administrators are involved in planning, implementing, assessing and report student achievement data. Achievement data are the focus of meetings, professional development, and PLCs.</p>	<p>There is no system in place for tying student achievement to teacher evaluation or compensation. However, initial conversations on the degree of student growth identifies an expectation that at least 60 percent of the students in a classroom must make a years growth in math and reading.</p>	<p>The TAP program will provide the framework and processes for staff accountability for student achievement. In partnership with ASU, the district will implement TAP beginning with the 2010-2011 school year. The program has the strong support of the School Board. Necessary changes in policies and practices will be in place. ASU will provide professional development and ongoing monitoring and support to ensure fidelity of implementation.</p>
<p>The LEA is committed to involving community/parents in the restructuring process including communicating current reality, new vision, buy in, and silencing of naysayers.</p>	<p>The new Superintendent has developed links with the community through attendance of Tribal Council meetings, meetings with tribal agencies, and developing relationships with key members of the community. He has worked with the School Board to communicate the current reality and to outline a new way forward. As a result of these efforts, the School Board is solidly supportive of the changes that are being made. They recognize the implications of change as it impacts</p>	<p>The inadequate level of parent engagement is being addressed and will be a key part of the transformation efforts.</p>	<p>The Superintendent and leadership teams have begun communicating the transformation plan through meetings and newsletters. The School Board members are key communicators with the community and will continue to serve as conduits for information as the process continues. The district and school administrators will increase their efforts to communicate with and engage parents. Tribal Education Committee and the JOM Committee have scheduled meetings to review the SIG Application after first reading.</p>

	people and programs, and they fully buy into the process for the sake of the students.		
<b>Standard 5: Resource Management</b>			
The LEA has prioritized the reallocation of resources to schools in improvement including personnel, funding, programming, etc.	San Carlos leadership has recognized the need for a broad comprehensive approach to transformation. All aspects of the educational program have been (and continue to be) examined in the light of their impact on this school improvement effort. The decisions about personnel, funding, and programs for each area of district operations have been made so that they support the overall effort. Hence, as budgets are constructed for the next school year, they reflect the transformed organization and educational programs. For example, merging of schools to create a K-6 and a 7-12 school has implications for resources. Organization of district leadership to support the plan has required shifts in responsibilities for existing staff with new positions and new role descriptions being created. The mission of creating a 21 <sup>st</sup> Century educational program requires a new approach to the integration of technology so that funds have been allocated to acquisition of technology for teachers, students, and classrooms,	Data show that the existing instructional program is not effective for our students. There is a need for substantial change in curriculum, instruction, materials, technology, professional development, instructional support systems, and accountability systems. These have budgetary implications.	<p>The district has developed a workable system for identifying resources and allocating them based on district and school priorities related to school improvement. The district leadership has worked with school leadership to assess the needs of each school in implementing the transformation plan. All funding sources are being tapped to support the many components of the program. The proposed budget for the 1000(g) funds addresses personnel needed for full implementation, funding for the programs which comprise the transformation plan, funding for support services needed to implement the plan, and other costs related to the program.</p> <p>The district has and will continue to leverage all resources to support and sustain the improvement plans. The leadership teams prioritize needs, consider compliance issues, adjust to competing demands, and create fiscally responsible budgets.</p> <p>Because the district is small and remote, it depends upon the resources that are brought to us by external providers. The leadership team and other appropriate stakeholders are involved in determining the need. All external providers are contracted through required procurement procedures including a transparent and fair process. The budgets for the external services are adequate to attract a fair selection of competent providers. The contract includes a scope of work with roles and responsibilities clearly outlined, as well as explicit and measureable outcomes, including interim indicators of growth.</p>

	<p>as well as new support positions and professional development resources. Budgets have been projected for acquisition of materials to support a transformed instructional program. A major positive for San Carlos is the small size. Leadership for the schools and district can come together and determine use of all available funds. With two schools, complex formulas and equity distribution of funds is not a major barrier. Given that the superintendent has developed a cohesive leadership team, collaboration rather than competition for resources is a strength of the district.</p>		
<p>LEA leverages funds in order to design a viable sustainability plan for future years.</p>	<p>The approach in planning the program is to use the 1000(g) funds to build capacity and to establish the frameworks, systems, and programs that will sustain the transformation beyond the funding years. The district has designed the transformation plan so that there is strong support for initial implementation and capacity building followed by a scaffolded shift of responsibilities to school and district staff in years three and beyond.</p>	<p>There are unknowns related to levels of State funding for schools in future years.</p>	<p>The transformation plan is designed to build capacity through use of available resources to implement systems that will create new ways of doing business in San Carlos. The investment in TAP will establish a staff evaluation system that will promote and reward professional growth and performance tied to student achievement. Once institutionalized, it will continue without further investment in ASU support.</p> <p>The up-front investment in professional development, coaching, and support services is intended to build capacity within staff so that quality. As practices are solidly in place, there will be the internal capacity to sustain them. For example, the initial hard work of the master and mentor teachers will develop the capacity of the lead teachers to provide ongoing support for their grade level/department teams. The investment in training of school leaders will develop the skills, knowledge, and practices to support the transformation</p>

			efforts beyond the funding period.
The LEA Consolidated Plan includes strategies/action steps aligned to school improvement needs (Sustainability)	The LEA Consolidated Plan reflects the initial needs, goals, strategies, and activities of the transformation efforts. It is updated quarterly as a means of staying on track.	The plan needs to be revised to reflect the planning occurring as a result of the PLA improvement project.	<p>The Consolidated Plan will be revised to reflect the goals, strategies, and activities needed for implementation of the Transformation Plan. The plan will be a living document to guide implementation of the plan as it evolves. The district will work in coordination with the support provided by ADE in implementing and sustaining transformation.</p> <p>The district is making all necessary modifications to policies, procedures, and practices related to decision-making, staffing, governance, use of data, staff evaluation, professional development, parent-community involvement. Changes are being formalized, approved as required, and clearly communicated through internal and external means. The Board, the district leadership, and the school leadership are playing key roles in planning, implementing, monitoring, and communicating the modifications that will support the Transformation model.</p>

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

	<b>Actions LEA has taken:</b>	<b>Actions LEA will take: Include a general timeline</b>	
<b>Design and implement interventions aligned with the requirements of the selected model;</b>	<b>Actions Taken</b>	<b>Actions LEA Will Take</b>	
	<b>Standard 1: Leadership Systems</b>	<b>Standard 1: Leadership Systems</b>	
	Shared leadership for decision-making and planning for transformation based on needs assessment and data.	Reconfigure schools: the Jr High will move into new facilities at the HS to form a 7-12 Secondary School; the PK-3 school and the 4-6 school will merge to become a PK-6 Elementary.	June 2010
	Establishment of district position of Data Specialist for compilation, analysis, and reporting of data.	Hire a new Transformation Principal with experience in school improvement for the Secondary School.	June 2010
	Development of mission, vision, values, and beliefs focused on preparing San Carlos graduates for success in the 21 <sup>st</sup> century.	Create two administrative positions to monitor and support the implementation of the transformation model in each school. The current high school principal will assume the role for leadership of the transformation plan for the secondary level; the current Primary School principal will assume the role for the elementary level.	March 2010
	Development of a transformation action plan including needs assessment; goal setting; defining of strategies, activities, and timelines; staffing roles and responsibilities, and accountability.	Reorganize the Junior High into self-contained classrooms in order to create a more consistent and structured support for student learning and behavior.	Aug 2010
	Mentoring for principals by mentor funded by ADE.	Reassign teachers to positions within the transformed schools that best fit their skills and competencies and for which they are HQ.	May 2010
	Executive coaching provided to principals and coaches.	Conduct Ventures screening interviews with existing staff to assess the degree to which they possess proven characteristics for success. Use Ventures interviews for hiring new teachers and administrators.	May-June 2010
	Extensive professional development in leadership, curriculum, instruction, and assessment for administrators.	Collaborate with School Board to establish policies and system to remove ineffective teachers, staff, and leaders.	June 2010
	Train administrators in the Ventures system for interviewing and hiring teachers and administrators who possess proven characteristics for success.	<b>Standard 2: Curriculum, Instruction, PD</b>	
	Develop plans and structures for implementation of Transformation Model. See next column (Action LEA Will Take) for details on plans that have been developed and that are in process for implementation.	Refine curriculum maps and pacing guides based on student achievement data and to align with revised courses of study; e.g. STEM classes.	June 2010
	<b>Standard 2: Curriculum, Instruction, PD</b>	Provide continued training in effective lesson design	Aug
	Development of K-12 standards-based curriculum maps and pacing guides using web-based curriculum resource (FOCUS).		
	Implementation of web-based lesson planning tool		

(FOCUS) based on district curriculum; provides tools for monitoring of lesson planning by administrators.	and support for use of web-based lesson planning tool. Integrate the components of the TAP instructional rubric and the strategies from Skillful Teacher training, the Intel technology integration training, and the Intel Math training into lesson design. Work in cluster teams to plan lessons and to evaluate their effectiveness based on student outcomes.	2010
Use of achievement data to guide instruction and intervention.	Increase the rigor and relevance of the curriculum and instruction programs to align with the 21 <sup>st</sup> century goals.	June 2010
Implementation of three-tiered intervention model for structured intervention for math and reading using direct instruction programs.	Continue structured three tier intervention program. Hire HQ Reading and Math Interventionists.	Aug 2010
Training on and implementation of walk-throughs to monitor classroom instruction	Restructure kindergarten to half day program in response to reduction in funding. Add half day kindergarten intervention program for development of reading and math skills so that all kindergartners enter first grade ready for the first grade curriculum.	Aug 2010
Instructional coaches funded by ADE and district to provide embedded professional development.	Implement rich program of “specials” in grades K-6 so that students are taught about art, PE, computers, Apache language and culture, library, and Life Skills.	Aug 2010
Increased technology in classrooms and for teachers to use in instruction, planning, and record keeping.	Create and implement role of Teacher Mentors. One mentor teacher per grade level in grades K-8 and one per content area in 9-12 will plan with, co-teach, coach, and train an assigned team of teachers.	July 2010
Implementation of PLCs to collaborate in improving teaching and learning: analysis and use of data, instructional planning, development of weekly quizzes, PD, and mentoring.	Restructure of role of ATC coaches as Master Teachers to support implementation of the Transformation Model.	June 2010
Training of 24 selected teachers on the “Skillful Teacher” by Research for Better Teaching (RBT). These teachers will serve as a resource for others in implementing more effective instruction.	Implement TAP for staff evaluation and performance pay with an outcome of improved performance. Develop Teacher Evaluation Handbook	July 2010
<b>Standard 3: Assessment</b>	Implement the ARRA Ed Tech grant for technology integration based on Intel training in project-based learning with technology. Provide classroom instructional technology and personal devices for teacher and students.	June 2010
Implementation of formative assessment [including quarterly Galileo benchmark assessments (K-12), LtoJ weekly quizzes (K-12), and DIBELS progress monitoring.(K-6)] to guide instruction and intervention.	Provide every teacher with one hour personal planning time daily.	Aug 2010
Analysis and use of AIMS data to improve the instructional program.	Conduct daily cluster meetings with support from	Aug
<b>Standard 4: Culture, Climate, Communication</b>		
Implementation of PBIS to improve school climate and student behavior.		
Implementation of PLCs to create a climate of collaboration and shared goals for student achievement.		
<b>Standard 5: Resource Management</b>		
Leveraging of all resources in coordination with school improvement priorities.		

	Judicial use of external resources to support school improvement efforts required by identified needs.	coaches, mentor teachers, and TAP Regional Master Teacher Leader. Focus will be on improving instruction using approaches aligned with the teacher evaluation tool.	2010
	Collaboration with ADE resources for support in transformation.	Implement daily direct instruction classes in reading and math K-6 to build strong skills foundations using direct instruction coaches to support quality delivery.	Aug 2010
		Implement a daily STEM class in grades K-6 for integrated learning of science, technology, engineering and math. Mentor teachers will work with teachers to plan, teach, and evaluate instructional units.	Aug 2010
		Implement a daily Humanities class in grades K-6 for constructivist learning of social studies, reading skills, drama, and literature related to social studies content.	Aug 2010
		Implement a daily period for writing and publishing in grades K-6 to develop language and thinking, teach writing skills, inspire creativity, and communicate in different formats.	Aug 2010
		Provide increased opportunities for high school students to participate in AP and dual credit courses	Aug 2010
		Increase learning time through additional instructional time for core academic skills during the school day.	Aug 2010
		Increase learning time: Implement a 21 <sup>st</sup> CCLC program at both schools to provide after school and summer intervention and enrichment.	Aug 2010
		Implement systematic RTI program tailored to needs of Tier II and Tier III students and informed by frequent monitoring of student progress.	Aug 2010
		Create position of Director of Professional Development; develop and implement a comprehensive PD plan tailored to support transformation.	June 2010
		Provide training and support for Master Teachers, Mentor Teachers, Lead Teachers, Direct Instruction Coaches, and Technology Coaches so that they are effective in their roles and that they coordinate and collaborate for services to teachers.	June
		Collaborate with ASU to implement a research-based new teacher induction program.	Aug 2010
		Collaborate with ASU to implement a teacher	Aug

		preparation program for 12 paraprofessionals.	2010
		<b>Standard 3: Assessment</b>	
		Continue use of DIBELS, Galileo, and LtoJ for formative assessment. Refine development and use of grade level formative assessment of curriculum content.	Aug 2010
		Provide ongoing training and support for use of student achievement data in guiding instruction and intervention.	Aug 2010
		Link learning to teaching effectiveness through TAP training and evaluation processes.	July 2010
		Systematize reporting of district, school, and grade level data for use by cluster teams, faculties, school and district leadership teams, and the School Board for decision-making.	June 2010
		Expand use of FOCUS data warehouse for collecting, analyzing, and reporting data.	June 2010
		Collaborate with ASU to collect, analyze and report data on TAP observations and to report student data using a State approved growth model.	Aug 2010
		<b>Standard 4: Culture, Climate, Communication</b>	
		Develop practices and procedures for communication between school and home. Set guidelines for type, frequency, and quality of communication with parents. Development of teacher parent contact expectations within parent involvement policy	July 2010
		Establish norms for work of cluster teams and their work with Master Teachers, Mentor Teachers, and the TAP Master Teacher Leader.	July 2010
		Refine implementation of PBIS in creating a safe, orderly, positive climate for teaching and learning.	Aug 2010
		Establish climate of high expectations for all staff through implementation of the TAP instructional rubric and evaluation system. Recognize high achievement through incentives for performance: moving up career levels and incentive pay.	Aug 2010
		Establish climate of high expectations for ALL students by ongoing monitoring of student progress with timely interventions to increase student success. Hold all teachers and leaders accountable for student learning	Aug 2010

		through the evaluation process. Communicate expectations to leaders, teachers, students, and parents and involve them in reaching goals. Celebrate learning gains.	
		Design and implement a communication system between teachers and parents that guides frequency and quality of communication.	Aug 2010
		Develop standards-based grading system and report to communicate more accurately to parents the academic achievement levels of their children.	Aug 2010
		<b>Standard 5: Resource Management</b>	
		Leverage funds from discretionary grants such as ARRA Ed Tech and 21 <sup>st</sup> CCLC to address Transformation goals.	May 2010
		Coordinate all funding sources to support implementation of Transformation Model.	April 2010
<b>Describe the process the LEA will use to screen and select quality external providers;</b>	All external providers have been selected using proper procurement procedures. They include providers chosen in collaboration with ADE, through information provided by ADE support staff, and through partnerships with ASU.	All current external providers will continue for next year in order to provide consistency. Any additional external providers will be hired following proper procurement procedures including contracting pre-approved providers through purchasing cooperatives such as Mohave. The selection of external providers will be aligned with specific goals of the Transformation plan. The district has worked with external providers to develop short and long term goals. Scopes of work were submitted by each provider as a part of the proposal to the district.	
<b>Alignment of other resources;</b>	Use of Technology Grant to provide staff PD in interactive classrooms.	Unrestricted capital used to provide staff with 21 <sup>st</sup> century classrooms technology.	
<b>Policies and Practices LEA will modify to enable its schools to implement the selected intervention(s) fully and effectively</b>	Performance pay for Classroom Site Fund aligned with TAP Evaluation policy of teachers and administrators inclusive of student gains Annual evaluations modified to quarterly evaluations with summative annual evaluation	Development of teacher Evaluation Handbook July 2010 Development of teacher parent contact expectations within parent involvement policy July 2010	

## 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.

The root causes have combined to create an educational environment that has not worked for students, teachers, administrators, parents, and the community. The major causes are examined below:

Data used	Observations	Findings	Root causes	Conclusions
Student achievement data (AIMS, DIBELS, Galileo, LtoJ.)	Classroom walk-throughs. Evaluation observations	Student achievement is significantly below the State mean and grade level expectations.	In this isolated environment with limited exposure to progressive educational models, teachers and administrators have developed a level of comfort with their isolation and subsequent lack of accountability. They have continued to teach in the way they were taught in a previous era of educational practice. Inconsistent and unfocused professional development practices in past years have resulted in inconsistent levels of skill among teachers and paraprofessionals.	The conclusion reached by the team is that there is a need for radical updating of instructional practices and programs, leadership capacity, and student opportunities for learning.
Student achievement data (AIMS, DIBELS, Galileo, LtoJ.)	Classroom walk-throughs. Evaluation observations	Students are not making a year's growth each year. Students fall 2 or more years behind by 3 <sup>rd</sup> grade and the gap increases over time.	Until this year there was no consistent assessment system and teachers did not have the ability or leadership to translate data into daily instruction.	Implementation of the TAP program will link teaching and learning so that there is greater accountability for effective instruction and student achievement. The TAP evaluation system will reward teachers for highly effective performance in concrete ways.
Student achievement data (AIMS, DIBELS, Galileo, LtoJ.)	Classroom walk-throughs. Evaluation observations	Instructional practices are not effective. Many teachers lack the skills to provide effective	Until this year there was no standards-based curriculum. Teachers lacked skill in lesson design. There was no consistent accountability for curriculum, lesson	Teachers need an intensive professional development program aligned with the NCSD Standards with goals related to student outcomes, formal and embedded

		instruction and create environments that promote learning.	planning, or use of instructional strategies.	professional development, and accountability for implementation. Principals need intensive professional development in supporting the PD program.
Student achievement data (AIMS, DIBELS, Galileo, LtoJ.)	Classroom walk-throughs	The climate is one of low expectation for student achievement.	There is a pernicious climate of low expectations with concomitant acceptance of low achievement. Students have been living up (or down) to these expectations and achievement has been flat-lined over the past three years. There has been no systematic intervention system to address learning lags early and with intensity.	In order to change expectation levels, programs and processes that ensure student learning must be implemented. This year the district has initiated Response to Intervention programs in reading and math at all grade levels. Strategic and intensive intervention programs must be implemented systematically in all grades. Expectation levels will rise as student achievement rises.
Student achievement data (AIMS, DIBELS, Galileo, LtoJ.)	Classroom walk-throughs.	Observations show little interaction between teachers and students, ineffective instructional strategies, and students who are two to three grade levels behind. Professional development and ongoing coaching is changing classrooms into places of active learning.	In many classrooms the norm is one of passivity. Students are not expected to interact with each other or with the teacher. They are expected to be passive receivers of knowledge.	Professional development including co-teaching, modeling, and ongoing support must focus on changing the learning climate and the roles of teachers and students.
AZELLA	Classroom walkthroughs at PK and K	Students enter the school system needing intensive language and skill development.	In this community where poverty is pervasive, students arrive at school with limited language development and limited prior knowledge needed in order to thrive in a school setting.	The schools need to provide more intensive early intervention in preschool, kindergarten and first grade.
Graduation rate; Dropout Rate		The graduation rate is below the State and National average. It has improved over the past three years, but it is not yet at an acceptable level.	The culture of poverty, under-education, and unemployment does not create the expectations and models that youth need to plan for their futures. Struggling academically and with no clear goals, students drop out.	Intervention programs must prevent students from falling far below grade level standards. ECAPs can be a tool for keeping students focused on post-secondary goals if they are used as a tool in planning courses of study and in counseling students toward their goals. Classes need to have increased rigor and

				relevance so that students see their purpose and so that they leave high school prepared for college or workplace.
Parent engagement: attendance at conferences and parent activities	Observed lack of parent involvement. Teacher reports.	Home-school communication is not serving parents and students well. Parents are not well enough informed to become engaged.	There is a breakdown in the quantity and quality of communication between teachers and parents. Parents entrust their children to the schools and do not see their role to be one of involvement. Students may be several years below grade level, and yet parents believe their children are getting a good education. Schools have not established systems of communication in this community where phones may or may not be working in homes, where teachers have a fear of traveling in the community, and where parents do not come to the schools regularly. There are inconsistent practices in conducting parent-teacher conferences.	<p>The conclusion of discussion and planning is that a key component of the school improvement efforts must be to develop a system of communication between home and school that serves both the school and the families. Communication by teachers and administrators with parents must become positive, supportive, and frequent.</p> <p>There will be professional development for teachers on conducting effective parent/teacher/student conferences. There will be a system for regular communication between teachers and parents. The RTI system will include parent contact regarding student needs and progress. Teachers will better communicate regarding the rigor of the standards at each grade level.</p>
Discipline data		Discipline systems in schools and classrooms have been individual and inconsistent. The implementation of PBIS is establishing schoolwide behavioral supports.	In the absence of a systematic theory and practice of behavioral expectations, students were allowed to err in the choices they made. Teachers had no system for addressing student behaviors that interfered with order and learning. Teachers' responses to undesirable behaviors could be arbitrary and inconsistent.	PBIS needs to be implemented with fidelity. Continued training and support for the program will refine its implementation and continue to improve the learning climate.

**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>
<b>Standard 1: Leadership</b>					

<p>An innate desire and ability to learn.</p>	<p>The district has embarked on systemic reform effort. Significant change has already occurred and the way has been cleared for the changes yet to come through the Transformation model; <b>e.g.</b>, changes to date have included: aligned curriculum, web-based lesson planning system, implementation of core and intervention texts, assessment systems, RTI model, professional development including coaching and mentoring, PLCs, PBIS, and building leadership capacity.</p>	<p>An effective educational system that supports student success and prevents failure.</p>	<p>The district needs continued support for systemic transformation from all constituents within the district, ADE, and transformation partners, e.g., ASU. .</p>	<p>Historically school administrators have been managers of their schools rather than instructional leaders. Schools have operated from a site-based management model and have lacked a cohesive district focus on system improvement. The Transformation Principals are expected to be instructional leaders. This is not only a challenge for the principals, but for the staff to accept the new roles of the principals.</p>	<p>Decisions had become focused on adult issues rather than on student achievement; e.g., there have been a lack of strong policies and willingness to dismiss ineffective teachers.</p> <p>The acceptance of continuing low levels of achievement has been a barrier to the will it takes to create a high performing environment.</p> <p>Administrative turnover has been a challenge in creating continuity.</p>
<p>An innate desire and ability to learn.</p>	<p>There has been a dramatic shift in the climate of the district under the new leadership. System needs have been identified and processes and programs are leading change.</p>	<p>Highly effective instruction and a supportive learning environment. Adults who do not accept low levels of achievement and who have a deep belief in their ability to succeed.</p>	<p>There is a need for a multi-tiered evaluation process that leads to high levels of staff and administrative performance. The relevance of the evaluation system needs to be established through meaningful incentives for effective performance.</p>	<p>There has been a lack of consistency in holding teachers accountable to high standards of performance.</p>	<p>There has been a lack of consistency in holding administrators accountable to high standards of performance. The current system of system of evaluating the performance of staff and administrators is inconsistent and does not lead to improved performance.</p>
<p>An innate desire and ability to learn.</p>	<p>The School Board is proactively supportive of change and improvement. Members have a sense of urgency</p>	<p>Highly effective instruction and a supportive learning environment.</p>	<p>Examination of and revisions of policies and procedures relevant to all aspects of the Transformation Model.</p>	<p>Schools need to translate the new directions being set by the Board into practice.</p>	<p>The changes require development of policies, procedures and practices.</p>

	for doing what it takes to improve student achievement. .				
<b>Standard 2 Curriculum, Instruction, and PD</b>					
Students are responding to improved instruction as evidenced by improving scores on benchmark tests.	Curriculum has been aligned to the standards and to core resources district wide in core academic areas. There are curriculum maps and pacing guides K-12.	Students need a rigorous and relevant instructional program to develop 21 <sup>st</sup> century academic skills. Embedded opportunities to develop 21 <sup>st</sup> century workplace skills: critical thinking, communication, collaboration, coordination, and cooperation. Students need a rich educational program with opportunities for applying technology, exploring the arts, developing health and physical fitness, participating in team sports, exploring career fields, and developing career readiness. There is a need to develop a rigorous and relevant program. Students do not see the relevance of the academic content for their lives here on the reservation.	The district needs to revise and evaluate curriculum annually.	Many teachers need additional professional development to develop an in-depth understanding of standards and the curriculum process.	It is difficult to ensure consistent implementation across the district. Principals and Master Teachers will need to be held accountable.
	In order to have a consistent instructional program, core materials have been purchased and implemented in core academic areas K-12.		The district needs to allocate resources and identify core and intervention materials based on the curriculum and student needs.	The schools will be challenged with management and implementation of the new programs.	Budget capacity will be limited with cuts in State financing.
	The transformation model includes both direct instruction for structured development of basic skills and classes that are rich in integrated content (Humanities, STEM). The district has an ARRA Ed Tech grant that will provide training in the integration of technology and the development of project-based instructional units.		Teachers need training and coaching in delivering direct instruction effectively.  Teachers will need intensive training in the development of integrated project-based instruction using technology. They will need ongoing support from the Mentor Teachers and the Technology Coach.	Teachers and other staff do not have high levels of technology skills nor skills needed for instructional design.	Change of such a scope will create uncertainty and anxiety. The district will need to coordinate support and stage the implementation judiciously.
	There is a focus in every school on the importance of improving teaching and learning. Teachers are beginning to explore		There needs to be continued work on refining the vision of a 21 <sup>st</sup> century San Carlos graduate with pervasive	There is an existing culture of passivity whereby students are not engaged in interaction with each other or the	There has been difficulty translating vision into practice.

	more creative ways to deliver instruction using a variety of instructional strategies including interactive white boards, student response systems, student engagement, checking for understanding.		development of the vision with every teacher in every school.	teacher. This is evidenced by teacher lecture being the dominant instructional method. There is a lack of small group instruction, cooperative learning, and interaction. While progress has been made, continued PD is needed to give teachers the skills and comfort in conducting an interactive classroom.	
	All teachers write daily lesson plans based on the district curriculum maps and EEI format using a web-based lesson planning system. There has been extensive training for teachers and administrators in lesson design.	Students need to understand what they are being taught and the purpose or relevance of it. They need learning activities that work. They need to gain a sense of ongoing success in learning.	There is a need for continued support for teachers and administrators in effective lesson plan design.	Teachers had few technology skills or experience. Teachers have not been held accountable for writing lesson plans in the past; therefore, this has been a challenging expectation.	Administrators did not have a clear understanding of effective lesson design; in order for them to hold teachers accountable, they have had a significant learning curve.
Students are responding to intervention as evidenced by improved scores on benchmark tests.	An RTI model has been developed and implemented K12 for reading and math.	Students need continued differentiated instruction in the regular classroom and during intervention periods. They need extended periods of intervention after school and during summer sessions.	The district needs to continue to refine the RTI model to meet the needs of all students.	There has been an accepted process of social promotion which has led to students being two to three grade levels behind in reading and math by 3 <sup>rd</sup> grade. There has been no systematic RTI.	Time and resources are needed to provide implementation of a comprehensive RTI program.
	Administrators have been trained in the Downey method of classroom walk-through observations. They conduct daily walk-throughs and provide		The administrators need continued support to implement the walk-through process in a purposeful manner to achieve its intended outcomes.	The current administrators have lacked the experience to see the potential for gathering walk through data as a means to improve student	The school staff has not been ready for the systematic feedback on their teaching that is a key component of a walk-through system.

	feedback to teachers.			achievement.	
	Collaboration and embedded professional development is built into the school day at all schools.		There is a need for a written comprehensive professional development plan that coordinates professional development for all staff and for all of the different components of the transformation project.	Administrators have not been consistent in holding teachers accountable for participating in professional development activities. Teachers are just beginning to be comfortable in sharing instruction strategies with each other during PLC time.	There has been a challenge in creating a districtwide understanding of the overall role of professional development in achieving the goals of district improvement.
	There have been ATCs and Data Specialists in all four schools to work directly with teachers to improve instruction. The transformation plan will provide opportunities for every teacher to have in-depth support from a highly effective Mentor Teacher using a co-teaching model.		There needs to be full development of the planned comprehensive support model. This includes coordination of ASU TAP support, Master Teachers (coaches), Mentor Teachers (co-teachers), technology coaches, and Lead Teachers.	Teachers have needed more individual support than it was possible to provide with the ATCs. There has been a need for more consistent support by the administrators for the work of the ATCs.	The district has had limited resources to implement a program of the scope needed to transform its schools. State and federal help are needed to fully implement a program that will build the capacity for sustained change.
	There has been extensive training by external providers in effective curriculum, instruction, and assessment.		The training efforts need to be supported and sustained as the transformation continues.	The biggest barrier is the difficulty in keeping the focus on implementation of the training.	The biggest barrier is the difficulty in keeping the focus on implementation of the training.
	A district position has been created to coordinate professional development and oversee the Master and Mentor teachers, the new teacher induction program, and the teacher		All formal and embedded professional development needs to be coordinated and focused on the transformation goals.	Each school will be challenged to coordinate and support the PD activities and PD support staff. Other issues in the day to day running of the schools will create conflicts and obstacles.	The district will be challenged to coordinate and support the PD activities and PD support staff.

	preparation program in which district paraprofessionals will participate.				
	The district has adopted a process for interviewing and selecting new HQ staff into the transformation program.		There is a need for a research-based teacher induction program to support new teachers..	Continual turnover of teachers without a program for inducting new teachers into this challenging environment.	There has been no new teacher induction process.
<b>Standard 3 Assessment</b>					
Students are charting their academic achievement weekly with the LtoJ weekly quizzes.	An assessment system is in place including DIBELS, Galileo benchmarks, LtoJ weekly quizzes, and beginning development of formative assessments. Data are reviewed by administrators and teacher teams to guide instructional and programmatic planning. A data warehouse is in place for compilation, analysis, and reporting of diverse data.	Students need a continual sense of the purpose of their lessons and the resultant achievement.	In the absence of a curriculum and an understanding of the standards, teachers have not understood the correlation between assessment and instruction. This is changing as teachers meet in PLCs to analyze data and use the data to drive instruction.	There is no shared vision for the quality of student work. This will be addressed through the TAP process and the work of the mentor teachers.	Prior to this year, the district had no comprehensive system for gathering data. There has been a lack of skill in translating achievement data into instruction and program planning
<b>Stand 4 Culture Climate and communication</b>					
Students have great resiliency considering the emotional and economic challenges of living on the reservation. They are adaptable in moving between the	The Superintendent is building partnerships with the community, the Tribe, the ADE, ASU, and strong external providers.	Students need increased opportunities to build relationships and connectedness with the school. They need to go to a school where they are successful every day	The system needs to operate from the basis of Positive Norms that continually reinforce the positive achievements of the students, the teachers, and the	Given the currently low levels of student achievement, the schools have a great challenge in changing the acceptance of low achievement into a celebration of	The poverty of the community creates conditions that negatively impact student learning and parent involvement. The lack of cultural

<p>Apache culture and the mainstream culture.</p>		<p>and where they become confident learners with high expectations for their own performance. They must have opportunities to feel pride in being Apache and comfort in being in the world beyond the reservation.</p>	<p>community. One component of this is the need for support for the Apache language and culture through classes and activities in the school. Another need is increased understanding of the Apache culture by the school staff who are not Apache. The climate and culture of the school needs to be affirmative of teaching, learning, and relationships.</p>	<p>successes. The school climate must reinforce a perception that high levels of achievement are happening and are possible for all students. This expectation needs to move beyond the school and into the homes and community.</p>	<p>connections creates discontinuity between school and the community. Teachers have not received adequate training on the Apache culture and the implications of its beliefs and traditions for the school and its programs and practices. Parents are satisfied with the schools and, without some level of concern, will not become involved in ways that influence improved achievement.</p>
<p>Students have a desire to learn. In K-3 there is a high attendance rate of 95%. When presented with appropriate instruction the students learn. There is currently a Head Start program, a district special education preschool, and an after school Save the Children literacy and physical education program.</p>	<p>Administrators and staff have united into teams around the new district direction leading to stronger professionalism and higher expectations for staff and student performance.</p>	<p>There is a need for support for preschool and early childhood programs that develop readiness for school learning. Students need a strong sense of support for their learning and development PK to 12. There is a need for stronger support systems to ensure that every student graduates with the skills and attitudes to succeed in postsecondary.</p>	<p>The district needs to create the conditions under which learning will improve to the point that it evidences students' ability to learn and changes the expectations of teachers for ongoing higher levels of achievement.</p>	<p>In the past each school operated as an isolated entity with little communication or collaboration. While this has improved noticeably this year, the principals will have an added challenge in blending two staffs into one cohesive unit to create a K-6 school and a 7-12 school from the existing four schools. The schools and teachers do not believe that there are high performing and gifted students. The schools are not providing programs to meet the needs of</p>	<p>In the past there was a culture of low expectations for staff and student performance due in part to lack of communication about performance in the context of standards and assessment/ evaluation.</p>

				advanced and gifted students.	
	There are home liaison positions and a Parent Involvement Coordinator with the responsibilities for communication between home and school.	Students need increased quantity and quality of parent engagement to support their educational success.	The system needs a well-defined plan for connecting the schools and families around improved student achievement and youth development.	Parents trust the schools with their children and do not understand the importance of their roles in the educational process. Not all teachers have the skills and experience either to conduct effective communication with parents or to develop the types of relationships that provide strong support for the students.	The district is challenged to transform the history and culture related to parent involvement in both the schools and community. In previous generations Apache children were sent away for school; this has created a sense of distance between home and school.
<b>Standard 5 Resources</b>					
All students have the supplies and resources necessary for success. Class size is 1-16 ratio.	<p>The downturn in school financing and budget reductions has not resulted in staff layoffs. Funds have been redirected to align with the school and district focus on student achievement.</p> <p>There is well-documented budget process that is clearly communicated to all stakeholders. The superintendent has shared leadership responsibilities in the process of redirecting funds to align with school improvement</p>	Students need highly effective teachers who have the skills to address their individual learning needs.	There is a need for a comprehensive teacher recruitment and retention system with associated incentives and an improved salary schedule.	The location of the Junior High has been geographically isolated from the other schools in the district. This is changing with the move of the junior high students to new facilities in the high school to create a 7-12 secondary school. The merging of the two schools poses a challenge in creating a 7-12 team.	The remote location of San Carlos creates difficulty in attracting and retaining highly effective teachers and administrators.

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

<b>Barrier:</b> Administrators have been managers, not instructional leaders.				
<b>Strategy:</b> Provide effective instructional leadership throughout the district				
<b>Action Step</b>	<b>Status: In Progress or Not Begun</b>	<b>Timeline/Benchmark</b>	<b>Person Responsible</b>	<b>Evaluation System</b>
1. Reorganize district from 4 schools to 2. Hire a turnaround principal for the high school.	In progress	June 2010	Superintendent	Hiring records; principal evaluation system
2. Provide PD for administrators on effective leadership.	In progress	June 2010 and ongoing	Superintendent Director of PD	PD evaluation; principal evaluation system
3. Hire Ventures to provide training on effective interviewing and hiring procedures	In progress	June 2010	Superintendent	PD records; teacher evaluation records.
4. Require principals to participate in all PD related to effective instruction.	In progress	June 2010 and ongoing	Superintendent	PD attendance records
5. Provide continuing training for principals to review lesson plans for effectiveness and to give feedback to teachers	In progress	August 2010	Director of PD	PD records; teacher evaluation records.
6. Continue training in effective use of classroom walk-throughs to improve instruction.	In progress	August 2010	Director of PD	PD records; teacher evaluation records.
<b>Barrier:</b> Ineffective teacher evaluation process				
<b>Strategy:</b> Revise teacher evaluation process.				
<b>Action Step</b>	<b>Status: In Progress or Not Begun</b>	<b>Timeline/Benchmark</b>	<b>Person Responsible</b>	<b>Evaluation System</b>
1. Partner with ASU NEXT to adopt TAP, a quality, research-based teacher evaluation system with compensation tied to teacher performance and student achievement.	Not begun	June 2010	Superintendent	Contract; records of training and support by ASU
2. Provide support structure for implementation of TAP system: Master and Mentor Teachers.	Not begun	August 2010	Director of PD	Staffing records; job descriptions
3. Provide embedded PD for all teachers and leaders on the TAP Instructional Rubric	Not begun	August 2010 and ongoing	Director of PD	PD records; teacher evaluation records.
4. Provide PD for all staff and School Board on new teacher evaluation procedures and	Not begun	August 2010	Director of PD	PD records; teacher evaluation records.

legislation.				
5. Conduct 4 to 6 evaluations per year.	Not begun	August 2010 and ongoing	Principals	Evaluation records
6. Continue daily classroom walk-throughs	In progress	August 2010 and ongoing	Principals	Walk-through records
<b>Barrier:</b> Limited use of K-12 standards-based curriculum				
<b>Strategy:</b> Update curriculum and provide training				
<b>Action Step</b>	<b>Status: In Progress or Not Begun</b>	<b>Timeline/Benchmark</b>	<b>Person Responsible</b>	<b>Evaluation System</b>
1. Partner with ASU NEXT grant to bring in TAP, a quality, research-based teacher evaluation system with compensation tied to student achievement on the Arizona Academic Standards.	Not begun	June 2010	Superintendent	Contract; records of training and support by ASU
2. Update district curriculum to align Arizona Academic Standards to revised district courses of study.	Not begun	June 2010	Superintendent	Revised curriculum maps and pacing guides
3. Provide PD for all teachers and leaders on the revised district curriculum maps and pacing guides and their alignment to AZ Academic Standards.	Not begun	August 2010	Director of PD	PD records; teacher evaluation records.
4. Implement support system for implementation of district curriculum maps and pacing guides: Master and Mentor Teachers.	Not begun	August 2010	Director of PD	Staffing records; job descriptions
5. Monitor implementation of district curriculum and pacing guides through review of lesson plans using FOCUS	Not begun	August 2010 and weekly	School Leadership Team	Monitoring records
6. Continue daily walk-throughs to monitor delivery of district curriculum and to provide feedback to teachers.	In progress	August 2010 and daily	School Leadership Team	Walk-through records
<b>Barrier:</b> Ineffective lesson planning and delivery by teachers				
<b>Strategy:</b> Ensure that all teachers know how to plan and implement effective lesson design				
<b>Action Step</b>	<b>Status: In Progress or Not Begun</b>	<b>Timeline/Benchmark</b>	<b>Person Responsible</b>	<b>Evaluation System</b>
1. Continue PD for all staff and administrators on elements of effective instruction and lesson design.	In progress	August 2010	Dir of PD Master Teachers	Records of PD Samples of lesson plans

2. Continue training for all staff and administrators on effective use of FOCUS for lesson planning.	In progress	August 2010	Dir of PD Master Teachers Mentor Teachers	Records of PD Samples of lesson plans
3. Structure cluster meetings for work with teachers on collaborative development of lesson plans based on TAP instructional rubric and student data.	Not begun	August 2010 and ongoing	Master Teachers Mentor Teachers	Records of cluster meetings Samples of lesson plans
4. Monitor instructional delivery	In progress	August 2010	Principals Master Teachers	Walk-through records TAP Evaluations
5. Train teachers on use of direct instruction programs and provide coaching	Not begun	July 2010	Direct Instruction Coach	PD records Walk-through observations
6. Integrate technology into instruction to enhance learning and to develop 21 <sup>st</sup> century technology skills	Not begun	August 2010	Technology Integration Coach	PD records Lesson plans Walk through observations

**Barrier:** Limited RTI model

**Strategy:** Implement comprehensive K-12 RTI model

Action Step	Status: In Progress or Not Begun	Timeline/Benchmark	Person Responsible	Evaluation System
1. Expand systematic three tier model of interventions K-12; establish assessment plan for identifying students needing interventions and for tracking their progress.	In progress	August 2010	Transformation Support Administrator	Records of identified students by tier; Records of intervention services, progress data
2. Schedule intervention periods during school day, after school, and during summer.	In progress	August 2010	Principals	Schedules by tier
3. Train teachers on research-based intervention strategies and provide intervention materials.	In progress	June 2010	Director of PD Master Teachers TAP RMTL	PD records
4. Coordinate services: regular classroom, SPED, and Compensatory Ed.	In progress	August 2010 Ongoing	Transformation Support Administrator	Records of identified students by tier; Records of intervention services, progress data

**Barrier:** Limited coaching model

**Strategy:** Implement a multi-tiered “coaching” model

Action Step	Status: In Progress or Not Begun	Timeline/Benchmark	Person Responsible	Evaluation System
1. Establish position of Director of Professional Development to coordinate, train, and monitor coaches.	In progress	June 2010	Superintendent	Contract
2. Organize coaching roles and responsibilities to	Not begun	July 2010	Director of PD	Organizational plan;

align with TAP model and teacher needs: a. Master Teacher: Instructional coach responsible for overall PD and implementation; b. Mentor Teacher: Instructional coach responsible for implementation by assigned grade level or departments; includes instructional planning, co-teaching, monitoring. c. Direct Instruction Coach: responsible for implementation of direct instruction programs in reading and math d. Technology Integration Coach: support for integration of technology as outlined in Ed Tech grant and Intel training. c. Lead Teacher: responsible for support and coordination of work of grade level/department.				Monitoring reports
3. Train coaches in all aspects of their roles and responsibilities.	Not begun	July 2010	Director of PD TAP RMTL	Records of training Performance reports
4. Hold coaches responsible for implementation of the Transformation model teaching and learning components.	Not begun	August 2010 and ongoing	Director of PD	Performance reports
<b>Barrier:</b> Limited comprehensive assessment system				
<b>Strategy:</b> Fully implement a comprehensive data assessment system district-wide.				
<b>Action Step</b>	<b>Status: In Progress or Not Begun</b>	<b>Timeline/Benchmark</b>	<b>Person Responsible</b>	<b>Evaluation System</b>
1. Develop comprehensive assessment plan with identified assessment purposes, timelines, data, persons responsible, and reporting requirements. Includes organization of materials, administering testing, data collection, analysis and timely distribution of results.	Not begun	July 2010	Asst Superintendent Data Specialist Assistant Principals	Evaluation plan; Assessment data
2. Continue implementation of LtoJ weekly quizzes; provide ongoing PD to improve quality of questions and use of data.	In progress	August 2010 and ongoing	School leadership teams; Master teachers	LtoJ assessment data
3. Continue use of progress monitoring tools, e.g., DIBELS, using a schedule appropriate to	In progress	August 2010 and ongoing	School leadership teams	Assessment data

needs of students in the three tiers.				
4. Work with GOALS Inc. to expand use of FOCUS data warehouse; identify data needed, timelines for data collection, design reports.	Not begun	June 2010	Data specialist	FOCUS plan; Data reports
5. Train administrators and teachers on use of FOCUS data warehouse for access to data.	Not begun	August 2010	School leadership teams	PD records Data reports
6. Provide PD and modeling on use of diverse types of data in instructional planning.	In progress	August 2010 and ongoing	Director of PD; Master Teachers Mentor Teachers	PD records Data reports; Lesson plans

**Barrier:** Disconnect between the community and the school culture

**Strategy:** Implement connections to bridge the gap between the norms of the Apache culture and the school culture

Action Step	Status: In Progress or Not Begun	Timeline/Benchmark	Person Responsible	Evaluation System
1. Provide Apache language/culture classes for all students.	In progress	August 2010	Principals	Class schedules
2. Enrich school environment with greater use of culturally related visuals and activities.	Not begun	August 2010	Principals	Reports by school administrators
3. Provide Apache language and culture classes for non-Apache staff.	In progress	August 2010	District	Class schedules and attendance records
4. Provide language and culture classes for families and community members.	Not begun	August 2010	District	Class schedules and attendance records
5. Tap into community resources for cultural knowledge and resources.	In progress	August 2010	District	Meeting minutes

**Barrier:** Disconnect between home and school

**Strategy:** Improve communication between home and school to engage parents in supporting their children's education

Action Step	Status: In Progress or Not Begun	Timeline/Benchmark	Person Responsible	Evaluation System
1. Develop guidelines for administrators and teachers regarding communication with parents	Not begun	June 2010	District Leadership Team	Copy of guidelines; Records of communication from each school
2. Develop guidelines for parent teacher conferences including content and climate; provide professional development for all teachers.	Not begun	June 2010	District Leadership Team Director of PD	Copy of guidelines; Records of PD Conference records Observations
3. Increase parent involvement with planning and decision-making regarding Transformation model.	Not begun	August 2010	Principals	Meeting agendas/minutes; Records of parent participation.
4. Develop plan for outreach to families and	Not begun	August 2010	District Leadership	Plan

community.			Team	Records of meetings

**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.**

Both Rice Elementary School and San Carlos Secondary School have chosen the Transformation model. The school is an important institution within the community so that it needs to be maintained and supported. It is linked to the culture of the community; hence, the option of closing the school will not meet the needs of the community. In addition there are no other schools within the district that serve students in these grades. The school considered the turnaround option; however, policies and contract law were not in place to permit this approach. More importantly, we believe in providing opportunities for existing staff to rise to the expectations of the transformation plan with the understanding that failure to do so and failure to support the model will lead to termination.

The Transformation Plan for San Carlos USD is based on the research that validates that the single most important school-related factor in determining student performance is the quality of the teacher in the classroom. Trend data shows that achievement has been flat-lines for the past five years so improvement in teaching and learning needs to be the focus of the plan. Based on the current culture of the community, the schools need to take a stronger lead in communicating the need for higher expectations and increased rigor.

As described in Section B, the plan focuses on the recruitment, development, retention, and evaluation of highly effective teachers and leaders. The plan is designed to provide upfront intensive support for every teacher to become a highly effective teacher while providing support for every student to become a highly effective learner. The plan for improving teaching and learning will include:

- TAP Evaluation System that ties compensation to teacher effectiveness and student achievement;
- Intensive professional development on research-based effective teaching strategies tied to the TAP Instructional Rubric;
- Mentor Teachers at every grade level/department for embedded professional development and support for implementation of effective teaching strategies and content rich curriculum;
- Regular cluster team (grade level/department) meetings to analyze achievement data and plan instruction and intervention;
- Master Teachers at each school to provide professional development, support of implementation, and teacher evaluation and feedback;
- Daily walk-throughs to monitor implementation of instructional standards;
- Comprehensive assessment plan to monitor student achievement;
- Instructional plan including direct instruction of reading and mathematics skills;
- Structured RTI system for addressing students' learning needs.

As the district builds its capacity to sustain the project, the responsibility for sustaining it will shift to core staff. Important to the success of the plan is the continuous improvement in achievement that will transform the current climate of low expectations to a climate of high expectations tied to a clear vision for teacher and student performance.

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**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
San Carlos Elementary School		X					X
San Carlos Secondary School		X					X

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

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

**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 district will serve both Tier I schools.
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## 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	All students, including all subgroups, will make a minimum of one year's growth per year in reading as measured by AIMS reading scores in 2011 and each year thereafter using a State approved growth model. All approaching and falls far below students, including all subgroups, will make a minimum of 1.5 year's growth per year in reading as measured by AIMS reading scores in 2011 and each year thereafter using a State approved growth model.	<p>Rice Elementary: 2009 AIMS % meet/exceed            Grade 3_:27% (AZ 72%)            Grade 4: 30% (AZ 72%)            Grade 5: 24% (AZ 73%)            Grade 6: 22% (AZ 71%)            Rice Elementary: 2009 TerraNova percentile            Grade 2 = 21%ile</p> <p>SC Secondary: 2009 AIMS % meet/exceed            Grade 7 = 23% (AZ 73%)            Grade 8 = 26% (AZ 69%)            Grade 10 = 33% (AZ 36%)            SC Secondary 2009 TerraNova percentile            Grade 9: 27%ile</p>
Math	All students, including all subgroups, will make a minimum of one year's growth per year in math as measured by AIMS reading scores in 2011 and each year thereafter using a State approved growth model. All approaching and falls far below students, including all subgroups, will make a minimum of 1.5 year's growth per year in math as measured by AIMS reading scores in 2011 and each year thereafter using a State approved growth model.	<p>Rice Elementary: 2009 AIMS % meet/exceed            Grade 3 = 26% (AZ 72%)            Grade 4 = 33% (AZ 74%)            Grade 5 = 27% (AZ 72%)            Grade 6 = 26% (AZ 68%)            Rice Elementary: 2009 TerraNova percentile            Grade 2 = 35%ile</p> <p>SC Secondary: 2009 AIMS % meet/exceed            Grade 7 = 26% (AZ 73%)            Grade 8 = 30% (AZ 63%)            Grade 10 = 25% (AZ 29%)</p>

		SC Secondary 2009 TerraNova percentile Grade 9: 17%ile
Graduation Rate (for High Schools only)	By June of 2010 the graduation rate at San Carlos High School will increase from 61% to 65%. The district will attain and maintain on time graduation rate of 80% by 2012.	The three year average graduation rate is 54%: 2007=48%, 2008=51%, 2009=63%.

For each Goal in:	Progress Monitoring Plan		Person(s) Responsible
	Process	Timeline	
Reading	<p>Progress monitoring will occur quarterly using DIBELS and Galileo. Principals and coaches will review data, share with teachers and PLCs, and plan instruction and interventions accordingly. Weekly LtoJ quizzes will generate data for ongoing monitoring of progress toward the annual reading performance objectives. DIBELS will be used according to the implementation process to monitor progress of students receiving intervention services in the RTI structured program.</p> <p>Master, mentor, lead and all other teachers will meet in grade level or department PLCs weekly to analyze and discuss formative assessments and other gathered student data. Instructional strategies for the next week will be discussed as a team to ensure all students' needs will be addressed in the classroom and in intervention periods. Students will be flexibly grouped and reassigned according to data analysis.</p>	<p>Quarterly Biweekly Weekly</p>	<p>Principals Teachers Interventionists Paraprofessionals</p>
Math	<p>Progress monitoring will occur quarterly using LtoJ and Galileo. Principals and coaches will review data, share with teachers and PLCs, and plan instruction and interventions accordingly. Weekly LtoJ quizzes will generate data for ongoing monitoring of progress toward the annual reading performance objectives.</p> <p>Master, mentor, lead and all other teachers will meet in grade level or department PLCs weekly to analyze and discuss formative assessments and other gathered student data. Instructional strategies for the next week will be discussed as a team to ensure all students' needs will be addressed in the classroom and in intervention periods. Students will be flexibly grouped and reassigned according to data analysis.</p>	<p>Quarterly Biweekly Weekly</p>	<p>Principals Teachers Interventionists Paraprofessionals</p>

Graduation Rate (for High Schools only)	<p>All students will write an ECAP plan. Students will meet with counselors and/or teachers every four to six weeks to monitor academic achievement in their current classes and their credits toward graduation.</p> <p>Master, mentor, lead and all other teachers will meet in department PLCs weekly to analyze and discuss formative assessments and other gathered student data. Instructional strategies for the next week will be discussed as a team to ensure all students' needs will be addressed in the classroom and in intervention periods. Students will be flexibly grouped and reassigned according to data analysis.</p>	Every progress reporting period (every four to six weeks)	Principal Teacher Counselor
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**E.2 Using the prioritized list developed in D.2, provide a detailed description of the support that the LEA will provide for each Tier III school. Include the interventions provided by level of need.**

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

**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	N/A				
Math	N/A				
Graduation Rate	N/A				

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

The district will monitor progress against the implementation plan at all schools. Schools that do not achieve the progress that is expected will receive technical assistance as described below.

The district has created a school transformation team for each site to monitor and support implementation. The team is composed of a Transformation Support Administrator (one for Elementary, one for Secondary), the district Data Specialist, and the district Professional Development Coordinator. Together with the Assistant Superintendent for Federal Programs and the Superintendent, the team will meet monthly to review implementation progress, and to analyze benchmark data, classroom observations, teacher evaluations, and other supporting data to ensure that all students are on track academically and that all teachers are on track instructionally. In the event implementation is lagging or faulty in any element of the plan, the team will request corrective action from the school leadership team and calling for support from appropriate partners, e.g., ASU TAP.

The San Carlos USD comprehensive reform model provides technical assistance daily. The Transformation Support Administrators will be in schools daily to monitor the fidelity of the implementation process. Principals will be monitoring instruction daily through classroom walk-throughs and providing feedback to teachers and to the leadership team. Master, Mentor, and Lead teachers will be working with teachers and paraprofessionals daily to improve instruction, There is sufficient support built into the model to carry the message that “failure is not an option”.

To provide timely feedback, ongoing evaluation of principals and teachers will occur four to six times a year. An improvement plan will be developed for every teacher who does not have a proficient score based on the TAP rubric. Teachers on an improvement plan will be given additional support by the master and mentor teachers. Teachers will have 60 days to improve their instruction. At the end of 60 days another evaluation will be done. Ineffective teachers will be dismissed and replaced with highly effective teachers.

## 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.**

San Carlos School District has designed a plan for Transformation that provides the resources necessary to create dramatic change and to build the internal capacity necessary to sustain it. Support for the implementation of the plan is scaffolded in each school so that over time the level of support staffing decreases, professional development responsibilities are absorbed by the district and schools, and compensation through incentives shifts to other funds.

Staffing: We have asked for 15 Mentor level positions funded by the SIG grant. At the end of year 2, we will reduce staffing at Rice Elementary School (K-6) from 9 mentor positions to 4 mentor positions (K; 1-2; 3-4, 5-6). At San Carlos Secondary School (7-12) we will eliminate the 7<sup>th</sup> and 8<sup>th</sup> grade mentors, and maintain the 4 Subject Area Mentor Teachers to work with 7-12 subject area teams. At that time, we will eliminate the 2 Master Teacher Positions in the Grant.

At the end of the grant, we would eliminate the Transformation Administrator Positions created and funded by the district and divert that funding to maintaining 3 Mentor teachers for K-6. The instructional coaches (Master Teachers) funded by the district will be eliminated and the district would supporting two secondary mentor teachers (Math/Science, English-Reading/Social Studies).

Class size will be increased from 18- 1 to 24-1, reducing the number of teachers needed; and this will free up funds for continuation of the staff development specialist position. The increase of student teacher ratio will also permit the district to absorb the Art and Music Positions initially included within the grant.

Induction: The Instructional Assistants who will participate in the ASU teacher preparation program through the SIG funds in years one and two will have completed the program and will then begin filling positions opened by retiring and departing teachers. Given their participation in district professional development during their teacher preparation program, no new induction time will be required. This will also reduce recruiting costs.

Performance pay: We anticipate shifting our use of 301 funds. We will take the current allocations for performance pay (40% of 301) and the menu pay (40%) from 301 and shift it to be just performance pay, reducing the incentive pay in the grant in year 3 by ½. As the grant ends, 80% of 301 funds will be used as incentive pay maintaining the required 20% that goes to teacher base salary.

Professional development: The student school year will be 180 days, and the district will keep teacher contracts at 186 days, providing 6 inservice days per year.

Purchased services: The relationships with ASU will continue as part of the ongoing district plan. The outside consultants should no longer be needed, and starting in year three of the grant, purchased services should be reduced substantially.

Other resources: During the three years of the grant, Title I expenditures will be adjusted to ensure continuation of Kindergarten Intervention. RTI will continue as part of Title I and Special Education Expenditures. At the end of the grant, Title I funds will support Reading and Math Interventionists. With teachers functioning at a higher level of performance, we anticipate a steady decline in the number of students needing Tier II and III levels of intervention services across both schools.

Summary: The district has a plan for intensive upfront support of its transformation plan for the purpose of building the internal capacity to sustain it. As described above, adjustments to staffing and activity levels over the three years of the grant will shift responsibilities for support of the transformed system to the district.

**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 San Carlos Unified School District fully and completely assures that it will:

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

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

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

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

San Carlos Unified School District will implement the below marked waivers:

- Extending the period of availability of school improvement funds. School(s): Rice Elementary School; San Carlos Secondary School
- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. School(s): \_\_\_\_\_
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. School(s): \_\_\_\_\_

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

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

The LEA has consulted with the following stakeholders:

Governing Board	Tribal Council	District Leadership Team
Rice Primary Leadership Team Rice Primary Staff	San Carlos Intermediate Leadership Team and Staff	San Carlos Junior High Leadership Team and Staff
San Carlos High School Leadership Team and Staff	Parent groups at schools	

**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.**

# **APPENDIX**

**School Assessment Rice Elementary**

**School Assessment San Carlos Secondary**

**District Transformation Organization Chart**

**Vision and Mission**

# Initial School Assessment

School Name:            Date of Visit:

Rice Elementary            April

- 3** Exceeds the Standard (Exemplary level of development and/or implementation)
- 2** Meets the Standard (Fully functioning and operational level of implementation)
- 1** Approaches the Standard

<b>Standard 1: School and District Leadership</b>		
	<u>Evidence:</u>	<u>Determination:</u>
1.8 District/school leadership systematically uses disaggregated data in planning for diverse student needs, and then communicates data analysis information to school staff.	Quarterly assessments used to give feedback to teachers on individual and whole group progress. RTI system being put into place using Tier II and Tier III methods including weekly collection of data. District and school at implementation level of use. Refinement and inclusion of classroom level data use on a regular basis needed.	1
1.9 Leadership ensures that all instructional staff receives appropriate curriculum and instructional materials and are provided with professional development/training necessary to effectively use curricular, instructional, and data resources relating to the Arizona Academic Standards.	Math and reading curricula was aligned to state standards in SY 08-09. This was the districts first year of working from a written curriculum. While two weeks of PD was provided prior to the start of the year, and embedded training using coaches in a 15 to 1 ratio, further training is necessary to move teachers from traditional text based instructional model to a teaching to a standard model. Teachers still using primarily lecture. Lessons objectives not keyed to curriculum guide.	1
1.10 Leadership ensures that time is allocated and protected to focus on curricular and instructional issues.	Teachers provided daily plan time. Coaches rotate to teacher to assist with lesson development. Principal available for planning related to instructional issues of students.	2
1.11 Leadership promotes and sustains continuous school improvement by allocating resources (e.g., fiscal, human, physical, time), monitoring progress and resource use, and providing organizational structure.	Class size appears to be 22 to 1. Common plan time available for each grade level. Coaches available for embedded support and data analyses. Building budget equal to or higher than state average per student.	3
1.13 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.	The principal is in her second year of administration. A School Improvement plan has been developed and is being followed. RTI is being established, teachers are planning lessons, and staff are working together in teams for the first time. While there is much to do, capacity is being established.	2

<b>Standard 2: Curriculum, Instruction and Professional Development</b>		
2.1 The school or district has developed an explicit, written curriculum that is aligned with Arizona Academic Standards.	<u>Evidence:</u> In SY 08-09 a written curriculum guide was developed for both math and Reading. Copies were visible and available.	Determination: 2
2.2 A systematic process for monitoring, evaluating, and reviewing the curriculum is in place.	Coaches and administration trained in SY 09-10 to use walk-through techniques to monitor, evaluate and determine if teachers were using the written curricula.	2
2.3 The curriculum expectations are communicated to all stakeholders.	Teachers acknowledged a focus on the importance being placed on following the curricula guides. Parents and students were not aware of guides now in place.	1
2.6 Instructional planning links Arizona Academic Standards and aligns curriculum, instruction, practice, formative assessment, summative assessment, review/re-teaching and appropriate interventions to promote student achievement.	DIBELS and Galileo Assessment tools were used. Staff were at the early understanding and use levels, thus, little clear evidence was visible to link the assessments to interventions. One clear exception was the use of direct instruction programs for Tier II Intervention team.	1 moving towards 2
2.10 A variety of scientifically research-based strategies and best or proven practices focused on increasing student achievement are used effectively in classroom.	An RTI model for Tier II students was clearly visible. Lesson planning and embedded coaches were working with teachers. Materials to support Differentiated Instruction were available, but not observed in use.	1 moving towards 2
2.12 Teachers and staff promote high expectations of students and recognize and accept their professional role in student success and failure.	Conversation with staff still reveals a prevailing belief that student and family deficits prevent learning and that the teacher has little impact. However, teachers beginning to state that test scores should improve given all the changes and innovations being implemented.	0 moving towards 1
2.15 Teachers exhibit sufficient content knowledge to foster student learning.	Teachers appear more confident in the teaching of reading than mathematics.	1

<b>Standard 3: Classroom and School Assessments</b>		
<p>3.1 School leadership designs and implements an assessment system that supports the needs of all stakeholders (i.e., students, teachers, administrators, parents, governing board members, community members) when appropriate.</p>	<p><u>Evidence:</u></p> <p>A benchmark assessment system has been developed this school year. Initial placements into curricular materials has been established. Teachers have developed assessments for each of the power standards at their level in Math and Reading. Data Specialist have constructed routine reports for the Governing Board. Still, much work is needed in helping teachers assess level of progress for daily lessons and units.</p>	<p><u>Determination:</u></p> <p>1 getting close to a 2</p>
<p>3.4 School and classroom assessments are aligned to the Arizona Academic Standards and/or performance objectives.</p>	<p>School and classroom benchmarking is aligned to state standards. Teachers have developed assessments for the power standards. However, more PD is needed for teachers to be able to use the data to change instruction.</p>	<p>2 with more work needed</p>
<p>3.5 There is an effective plan to evaluate on-going, job embedded professional development. (teacher training programs)</p>	<p>The plan for evaluation of job embedded professional development is currently being discussed. Linking teacher progress and student progress to the effectiveness of PD is new for our coaches and administration. However, it is being discussed and planned.</p>	<p>0 moving to 1</p>
<p>3.6 Test scores are used to identify gaps in curriculum or between groups of students for instructional implications.</p>	<p>Deep data analysis is not yet in place. AIMS and benchmarking are being analyzed to reveal gaps in learning related to the curriculum. Coaches and administration are just beginning to learn the process for curriculum assessment.</p>	<p>0 moving to 1</p>

<b>Standard 4: School culture, climate, and communication</b>		
	<u>Evidence:</u>	<u>Determination:</u>
4.1 There is a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence	There is a philosophy of “I work hard”. There is a shared philosophy of vision and mission with the building leadership team. It needs more definition and expansion to the staff.	<u>1 moving to 2</u>
4.2 Facilities support a safe and orderly environment conducive to student learning.	Facilities are relatively new, clean, and safe.	2
4.3 There is policy, leadership, and staff support for an equitable code of discipline that supports students’ understanding of rules, laws and expectations for responsible behavior that enables teaching and learning	The building is calm and orderly. Several students have severe behavioral issues stemming from family or personal trauma. Nonetheless, referrals have declined and classrooms appear orderly.	2
4.7 A healthy school culture promotes social skills, conflict management, and prevention programs so that students are prepared and ready to learn.	The school staff are working with the local wellness center and a regional mental health provider to improve the school culture. There is still not a fully implemented “focus on Healthy Culture”. Several staff continue to want to punish, not teach, students misbehaving.	1 almost a 2
4.8 A culture of respect exists where relationships, trust, communication and collaboration are valued within the entire school community.	This is beginning to develop. Teachers still acknowledge that the sense of urgency and the pressure for change is a top down demand. Until the school and district can move awareness and acceptance of the need to improve outcomes, it will be difficult to completely have a sense of trust.	1 moving to 2

## Initial School Assessment

School Name: San Carlos Secondary School

Date of Visit: April 20, 2010

**3** Exceeds the Standard (Exemplary level of development and/or implementation)

**2** Meets the Standard (Fully functioning and operational level of implementation)

**1** Approaches the Standard

### Standard 1: School and District Leadership

<p>1.8 District/school leadership systematically uses disaggregated data in planning for diverse student needs, and then communicates data analysis information to school staff.</p> <p>1.9 Leadership ensures that all instructional staff receives appropriate curriculum and instructional materials and are provided with professional development/training necessary to effectively use curricular, instructional, and data resources relating to the Arizona Academic Standards.</p> <p>1.10 Leadership ensures that time is allocated and protected to focus on curricular and instructional issues.</p> <p>1.11 Leadership promotes and sustains continuous school improvement by allocating resources (e.g., fiscal, human, physical, time), monitoring progress and resource use, and providing organizational structure.</p> <p>1.13 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.</p>	<p><u>Evidence:</u></p> <p>Quarterly assessments used to give feedback to teachers on individual and whole group progress. RTI system being put into place using Tier II and Tier III methods including weekly collection of data. District and school at implementation level of use. Refinement and inclusion of classroom level data use on a regular basis needed.</p> <p>Math and reading curricula was aligned to state standards in SY 08-09. This was the districts first year of working from a written curriculum. While two weeks of PD was provided prior to the start of the year, and embedded training using coaches in a 15 to 1 ratio, further training is necessary to move teachers from traditional text based instructional model to a teaching to a standard model. Teachers still using primarily lecture. Lessons objectives not keyed to curriculum guide.</p> <p>Teachers provided daily plan time by subject area. Each subject area has an additional planning time on Friday PM. Coach rotates to teacher to assist with lesson development.</p> <p>Class size appears to be 17 to 1. Common plan time available for each subject team. Core subjects have IA support. Coach available for embedded support and data analyses. Building budget equal to or higher than state average per student. However, admin reorganization has impacted the school and staff.</p> <p>The principal was re-assigned mid-year. The district is seeking a transformation lead principal for this school.</p>	<p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>1</p>
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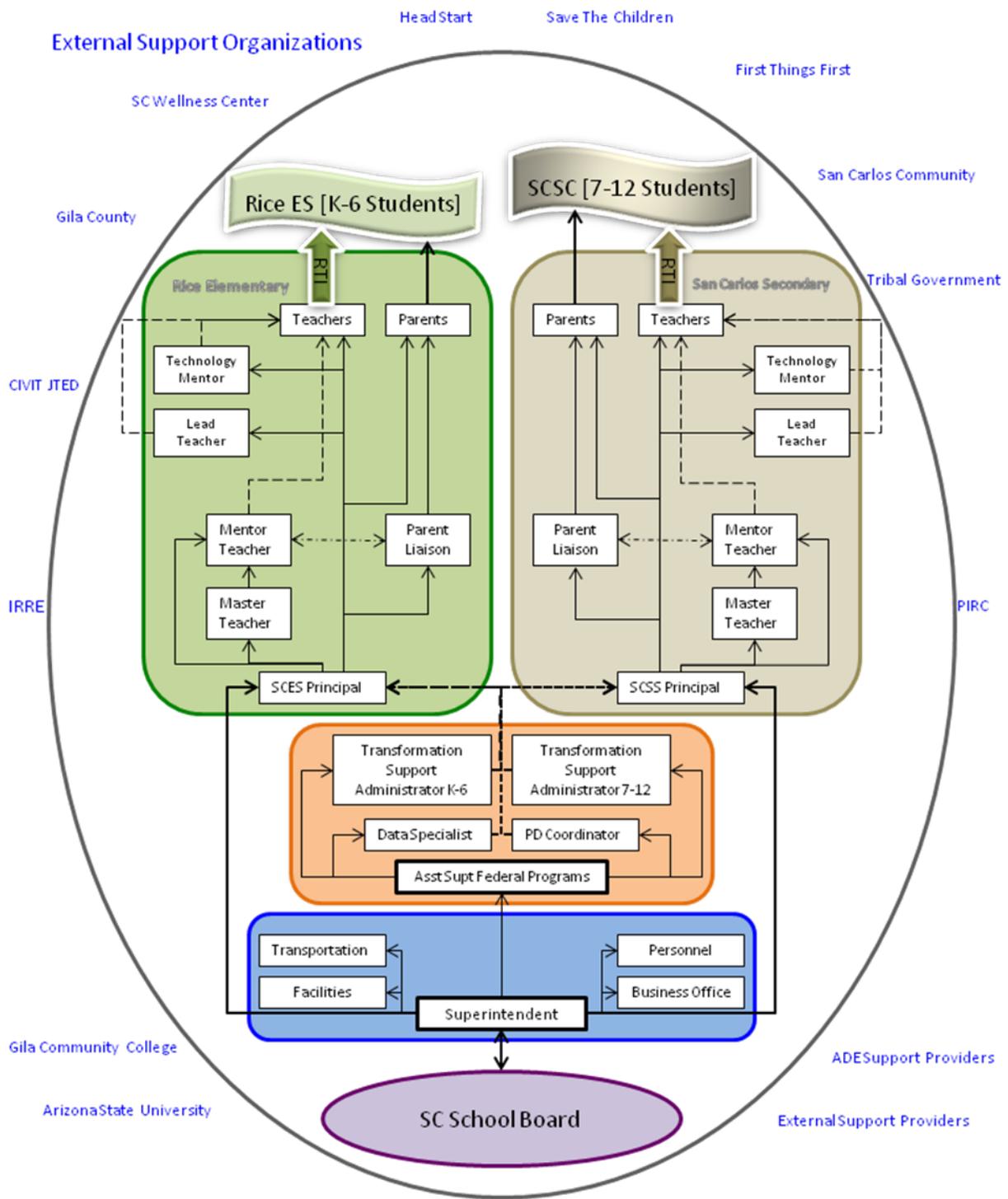
**Standard 2: Curriculum, Instruction and Professional Development**

<p>1 The school or district has developed an explicit, written curriculum that is aligned with Arizona Academic Standards.</p>	<p><u>Evidence:</u> In SY 08-09 a written curriculum guide was developed for both math and Reading. Copies were visible and available.</p>	<p>Determination: 2</p>
<p>2.2 A systematic process for monitoring, evaluating, and reviewing the curriculum is in place.</p>	<p>Coach, and district administration trained in SY 09-10 to use walk-through techniques to monitor, evaluate and determine if teachers were using the written curricula. The process needs fidelity implementation.</p>	<p>1</p>
<p>2.3 The curriculum expectations are communicated to all stakeholders.</p>	<p>Teachers acknowledged a focus on the importance being placed on following the curricula guides. However, checks of lesson objectives and written curricula did not align. New principal will have duty to communicate this expectation.</p>	<p>1</p>
<p>2.6 Instructional planning links Arizona Academic Standards and aligns curriculum, instruction, practice, formative assessment, summative assessment, review/re-teaching and appropriate interventions to promote student achievement.</p>	<p>Galileo Assessment tools were used. Staff were at the early understanding and use levels, thus, little clear evidence was visible to link the assessments to interventions.</p>	<p>1 moving towards 2</p>
<p>2.10 A variety of scientifically research-based strategies and best or proven practices focused on increasing student achievement are used effectively in classroom.</p>	<p>An RTI model for Tier II students was visible. Materials to support Differentiated Instruction were available, but not observed in use. Consultant reviewing with Math teachers indicated lack of fidelity to the curriculum.</p>	<p>1</p>
<p>2.12 Teachers and staff promote high expectations of students and recognize and accept their professional role in student success and failure.</p>	<p>Conversation with staff still reveals a prevailing belief that student and family deficits prevent learning and that the teacher has little impact. However, teachers beginning to state that test scores should improve given all the changes and innovations being implemented.</p>	<p>0 moving towards 1</p>
<p>2.15 Teachers exhibit sufficient content knowledge to foster student learning.</p>	<p>Teachers have degrees in subject areas being taught. Pedagogy rather than content knowledge appears to be the greater PD need.</p>	<p>2</p>

<b>Standard 3: Classroom and School Assessments</b>		
<p>3.1 School leadership designs and implements an assessment system that supports the needs of all stakeholders (i.e., students, teachers, administrators, parents, governing board members, community members) when appropriate.</p>	<p><u>Evidence:</u></p> <p>A benchmark assessment system has been developed this school year. Initial placements into curricular materials has been established. Teachers have developed assessments for each of the power standards at their level in Math and Reading. Data Specialist have constructed routine reports for the Governing Board. Still, much work is needed in helping teachers assess level of progress for daily lessons and units.</p>	<p><u>Determination:</u></p> <p>1 getting close to a 2</p>
<p>3.4 School and classroom assessments are aligned to the Arizona Academic Standards and/or performance objectives.</p>	<p>School and classroom benchmarking is aligned to state standards. Teachers have developed assessments for the power standards. However, more PD is needed for teachers to be able to use the data to change instruction.</p>	<p>2 with more work needed</p>
<p>3.5 There is an effective plan to evaluate on-going, job embedded professional development. (teacher training programs)</p>	<p>The plan for evaluation of job embedded professional development is currently being discussed. Linking teacher progress and student progress to the effectiveness of PD is new for our coaches and administration. However, it is being discussed and planned.</p>	<p>0 moving to 1</p>
<p>3.6 Test scores are used to identify gaps in curriculum or between groups of students for instructional implications.</p>	<p>Deep data analysis is not yet in place anywhere in the district. AIMS and benchmarking are being analyzed to reveal gaps in learning related to the curriculum. Coaches and administration are just beginning to learn the process for curriculum assessment.</p>	<p>0 moving to 1</p>

<b>Standard 4: School culture, climate, and communication</b>		
	<u>Evidence:</u>	<u>Determination:</u>
4.1 There is a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence	There is little commitment or ownership by the staff. The building staff have all be re-assigned to other grade levels for SY 10-11.	<u>0 with hope of being 2</u>
4.2 Facilities support a safe and orderly environment conducive to student learning.	Facilities will be new in August of 2010.	
4.3 There is policy, leadership, and staff support for an equitable code of discipline that supports students' understanding of rules, laws and expectations for responsible behavior that enables teaching and learning	Despite class size of 17 or fewer students, several teachers struggle with classroom discipline. Policy outlines teacher parent contact, but staff avoid the engaging of parents. Surprisingly, there are few major conflicts, and our greatest issue is student attendance.	<u>2</u>
4.7 A healthy school culture promotes social skills, conflict management, and prevention programs so that students are prepared and ready to learn.	The school staff are working with the local wellness center and a regional mental health provider to improve the school culture. Several staff continue to want to punish, not teach, students misbehaving.	1
4.8 A culture of respect exists where relationships, trust, communication and collaboration are valued within the entire school community.	After several attempts to improve the school culture, the decision was made to re-assign staff and to incorporate the 7 <sup>th</sup> and 8 <sup>th</sup> grade with the high school. New staff for 7 <sup>th</sup> and 8 <sup>th</sup> grade will be employed, and a transformation principal will be hired to lead the change for grades 7 through 12.	1

# External Support Organizations



San Carlos Unified School District

## **Proposed Mission**

The mission of the San Carlos School District is to prepare all of its students to live, learn, and work as productive citizens in the 21<sup>st</sup> century.

## **Proposed District Vision**

At San Carlos Unified School District, we envision that every student will graduate with proficiency in:

- Academic Skills
- 21<sup>st</sup> Century Skills
- Learning and Innovation Skills
- Information, Media and Technology Skills
- Life and Career Skills

## **Proposed District Goals:**

Goal 1. Each San Carlos student demonstrates high levels of achievement in the four district learning goals and graduates from high school ready to implement a positive plan for his or her future.

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Goal 2 Highly skilled educators support the academic success of every student.

Goal 3 All district schools, in partnership with students, families, and community, provide safe, civil, healthy, and engaging environments for learning.

Goal 4 San Carlos Unified School District supports effective schools and student achievement through focused policies, sound management, and excellent service to the education community.

## **Beliefs:**

1. All students can succeed.
2. Success breeds success.
3. Schools control the conditions of success.

# **Vision of a San Carlos USD Graduate**

