

After review of the supplemental information and the second revised budget, the school improvement review team, the finance department team, and along with the D.A.S, had the following questions. Please answer the following questions in a different color and return as soon as possible.

Analysis of School Needs

No additional information is needed.

Analysis of LEA Capacity

1. Explain the difference in roles/responsibilities between the 7 Mentor Teachers and the 2 Direct Instruction Mentors at Rice Elementary School. Is there a need for both positions or could one person fill both roles?

The San Carlos Transformation model was organized around the need for two major strategies for significantly improving student achievement:

1. **Direct explicit instruction to develop core skills in reading and mathematics.** The district is implementing the SRA direct instruction program to ensure consistent and effective instruction for all students K-6. Students will receive one hour of direct reading instruction and one hour of direct math instruction daily. To close achievement gaps, students will receive direct instruction during intervention classes during the school day, after school, and during the summer. Because direct instruction programs are highly structured and require skill to deliver with fidelity, the transformation plan includes a Direct Instruction Mentor Teacher to provide ongoing training, monitoring, and supervision for teachers and instructional assistants as they implement the instruction.

Two DI mentors are required because the Elementary School is housed in two building. There will be one Direct Instruction Mentor for grades K-3 housed in the primary school building and one for grades 4-6 housed in the intermediate school building. In order to provide the guidance and oversight needed, the DI mentors will be fully engaged throughout the day with core instruction and RTI instruction. The DI mentors will observe and coach during core reading and math classes and will provide job-embedded training to grade level teams and individual teachers for continuous improvement in the delivery of the program. They will conduct daily walk-throughs during core instruction; they will oversee the intervention services and ensure fidelity of

They will monitor student progress using DIBELS and formative assessments; using achievement data, the DI mentors will plan with teachers the three-tiered RTI interventions needed by each student during the core period and during scheduled intervention periods.

The DI mentors will be highly trained in direct instruction processes, strategies, and delivery. By having one DI mentor in the primary building and one in the intermediate building to ensure fidelity and quality of implementation, the district saves the cost of in-depth training for all the mentors. This train-the-trainer approach is the most cost-effective for the district.

The Direct Instruction Mentors will be phased out after the first two years. During those two years, the San Carlos transformation plan requires intensity of training and support for excellence in instructional delivery. By the third year of the plan, teachers will have developed the skills necessary to deliver direct instructional programs independently. Ineffective teachers will have been dismissed.

2. Integrated core classes to provide rich science and social studies content and apply reading and mathematics skills in context. Students at San Carlos need engaging and rigorous content to prepare them for high school and postsecondary education. Under the transformation plan, students in grades K-6 will have a daily Humanities class (social studies content with integrated application of reading, writing, and thinking skills) and a daily STEM class (science content with integrated application mathematics, technology, and thinking skills). Classes will be designed to develop skills of collaboration, communication, and other 21st Century skills included in our district vision and mission. As students learn reading and math skills during their core direct instruction classes, they will have structured opportunities to apply them during their Humanities and STEM classes. The classes will be designed to develop language around content, improve vocabulary, and increase communication among students. They will call for a high level of instructional skill, wise use of research-based strategies, highly competent classroom management, and the ability to use data for planning.

The TAP System will be the basis for improving teaching and for evaluating teacher effectiveness. In order to provide the embedded professional development required to bring our teachers to a high level of professional performance, the transformation plan includes a Mentor Teacher for each grade level. The mentor teachers will provide embedded professional development through daily team meetings, collaborative review of data, instructional planning, and lesson study. The mentor teachers will guide the development of integrated instructional units. They will collaborate with their team to design effective lessons. They will support quality instruction as defined by the TAP Instructional Rubric. They will co-teach daily in the classrooms during the one hour Humanities and STEM classes. As they coach the teachers in effective instruction and conduct lesson study, they will continually improve the quality and effectiveness of instruction. The mentor teachers will be accountable for continuous improvement of teaching and learning as measured by the TAP teacher evaluations conducted four to six times a year and by the formative assessment of student learning.

By the end of the second year, the number of mentors will be reduced to half. Teachers will have developed high quality instructional units that they can continue to implement. They will have developed improved instructional skills as measured by the TAP evaluation using the TAP Instructional Rubric.

The roles of the Direct Instruction Mentors and the Mentor Teachers are different albeit equally intense. The success of the model depends on successful implementation of both strategies. One builds the basic skills in reading and mathematics needed to meet the academic standards at each grade level, the other provides application of those skills and addresses the academic standards in social studies and science. Both are critical if our students are going to rise to the achievement levels that will increase our graduation rate and move the district out of improvement.

2. On both the San Carlos Secondary Budget and the LEA Budget, it lists 2 FTE Master Teachers. How are these different? Could these positions be done by the same person? Clarify the roles and responsibilities. High school reduced by four mentor teachers and replaced with two masters.

The Master Teachers play critical roles in the implementation of the TAP program, are members of the school Leadership Teams, participate in teacher evaluation, and provide professional development as needed by the faculties, grade levels, departments or individual teachers.

The Master Teachers currently in the LEA budget are intended to replace the ATCs previously provided by the state for the primary and intermediate building of the Rice Elementary School. We will move them to the Elementary budget.

The Master Teachers in the Secondary School budget are the result of our reduction of the budget based on requests from the ADE SIG team. The original budget called for two mentor teachers for grades seven and eight (which will be self-contained classrooms) plus four content area mentors to address content teams 9-12; this is a total of six mentors. The revised budget eliminated the four content mentors and funded two Master Teachers with assignments related to content (Math/Science and English/social Studies). This was a saving of two positions.

3. Provide more detailed information about the 12 Instructional Assistants in terms of roles/responsibilities and the ASU “grow your own” model. Include information about how these positions will be used for building teacher capacity.

The request for the 12 Instructional Assistants reflects our needs for immediate and sustainable improvement. The rationale for this strategy is that in order to dramatically improve student achievement, we must provide intensive intervention in the grades K-2 to ensure that students entering our school attain grade level skills and maintain them through second grade in order to give them the strong and solid base needed to succeed in grades 3 and beyond. We also must close the gap for students already in the system and bring them to grade level performance as quickly as possible. This is in keeping with the research and results of the highly successful Reading First program.

The Instructional Assistants will provide direct instruction under the supervision of the Direct Instruction mentor; student progress will be monitored, grouping will be flexible, and interventions will target the precise levels of needs of the students. The district is moving away from the whole group instruction that has characterized the classrooms in the past. Instead, borrowing from Reading First strategies, instruction will be delivered to targeted small groups during core instruction and during interventions. The Instructional Assistant will direct structured learning activities for small groups of students while the teacher concentrates on direct explicit instruction for another small group of students.

The second intent of hiring these Instructional Assistants is to provide them with the ASU “grow your own” program so that by the end of the funding period, we will have 12 HQ teachers who have been a part of the Transformation program at San Carlos. They will become part of the San Carlos teaching staff with three years of experience in the transformation program. Because they come from the community, they will provide be more likely to stay in the district and will add to the stability of our staff. This will contribute to the sustainability of the program.

In summary, in keeping with Title I intents, the Instructional Assistants will be utilized to assist with the pre-teach and re-teach supplemental instruction. Students will still receive core instruction from the regular classroom teacher. Further, the 12 Instructional Assistant positions will be filled with HQ IAs that are Native American and enrolled in a Teacher Education University program. Thus we will be increasing the number of Native Americans modeling lifelong learning and valuing education.

Analysis of LEA Commitment

No additional information is needed.

Root Causes

No additional information is needed.

Schools to be Served

No additional information is needed.

LEA's Accountability

1. Ineffective instruction seems to be one of the root causes. What new board policies or assurances can be provided to ensure that after the 60 days, or at the end of the first year, if a teacher was on an improvement plan, the board will support ending the contract of ineffective teachers that are supported by the evaluation process data?

The Governing Board is fully committed to rigorous teacher evaluation and to dismissing teachers who are not effectively teaching the children. The Superintendent is working closely with the Board to ensure that policies are aligned with the law and with contracts. The San Carlos USD Governing Board has met with Robert Gray and discussed their role. They have invited consultants and ADE staff to Board meetings to give input and advice. The Governing Board has added a study session each month to review data presented by instructional coaches. They have reviewed student level progress, teacher attendance, lesson plan completion, and have denied teachers the opportunity to complain about the new expectations and in open public meeting told teachers that improvement is expected. These are indicators of a Board that is fully committed to accepting their role as instructional leaders. This combined with the new policy on teacher evaluation, the renewal of the superintendents contract with performance expectations defined, clearly indicates a full commitment.

San Carlos Governing Board in June adopted an expanded teacher evaluation policy to include student achievement as a consideration of teacher performance. The regulation to accompany the policy will adopt 30% for individual teacher and 20% on whole school results and 50% of the evaluation will be on research-based effective instructional techniques. (TAP rubric)

There is currently already a policy in place that allows for teacher removal for ineffective performance. By including student achievement and by adoption of the TAP model, teachers will clearly know the expectations and will clearly see the relationship to student outcomes. The board adopted this in spite of teacher opposition. They made clear statements that it is their intent for the district to improve student outcomes.

Budget

1. The budget reflects costs for “incentive bonuses for implementing TAP and achievement growth 45 teachers x \$2500 = \$137,500; incentive pay for 2 principals @ \$5000 = \$10,000; Incentive pay for SIG transformation administrators \$5000x2=\$10,000. Provide information about why ASU is not funding these incentives. In the absence of this grant, how would the LEA support the implementation of the TAP model if this is a component of the model?

San Carlos is a partner in EXCEL. ASU is including San Carlos in the support, but they are already committed with their incentive funding. The ASU partnership provides professional development, ongoing support through a Regional Master Teacher Leader, and implementation guidance. It does not provide the incentives for performance which will reward effective teaching and improved student achievement. As the SIG project proceeds, the district will be able to determine the level of incentives needed to reward improvements in teaching and learning and will be able to plan for sustaining the incentives through other federal and local funds, such as 301 funding. The incentives are important in attracting teachers to this remote reservation district and in retaining them. They are critical in incenting improvement in teaching and learning and in lifting San Carlos from PLA status. The district is pursuing other grant opportunities to fund the incentive component in future years.

2. Provide specific budgeted amounts in the budget about the contracted services for the consultant support. Ventures needs to be changed to LtoJ as that is what the provided scope of work on the supplemental information stated. The D.A.S would like to see the consultants phased out in year 2.

The scopes of work for the contracted services are detailed in the Supplemental Information provided in response to budget questions raised by the SIG budget team. They are now summarized and included on the budget document. For full details, see the Supplemental Information document submitted previously.