

Arizona Department of Education

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

LEA APPLICATION COVER PAGE

LEA Name: Tucson Unified School District	NCES ID# 0408800	CTDS #10-02-01-000	Entity ID 4403
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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
Project MORE Alternative High School	040880001508	100201674	6264		X	
Howenstine Magnet High School	040880001450	100201680	5767		X	
Maxwell Middle School	040880000867	100201522	5743			X CA
Hohokam Middle School	040880001480	100201513	5740			X CA
Valencia Middle School	040880000972	100201557	5751			X CA
TAPP (Teenage Parent Program)	040880001509	100201676	6272			X Yr 1
Lynn-Urquides Elementary School	040880000861	100201287	5697			X Yr 1
Safford Magnet Middle School	040880000886	100201535	5746			X Yr 2 (Frozen)
Wakefield Middle School	040880000901	100201560	5752			X PR
Naylor Middle School	040880000872	100201525	5744			X CA
Myers-Ganoung Elementary School	040880000871	100201317	5706			X Yr 2
Richey Elementary School	040880000877	100201341	5710			X Yr 1
Cavett Elementary School	040880001267	100201167	5667			X CA (Frozen)
Robison Elementary School	040880000880	100201353	5713			X Yr 2 (Frozen)

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.

Tucson Unified School District (TUSD) is a large urban school district located in the southern Arizona serving approximately 55,500 students in 118 schools. TUSD is the largest district in southern Arizona and the second largest district in the state. TUSD encompasses approximately 230 square miles that includes much of the city of Tucson as well as rural areas of Pima County and parts of the Pascua Yaqui Indian reservation.

The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure each pre-K through 12th grade student receives an engaging, rigorous and comprehensive education. We envision Tucson Unified School District as a professional learning community that ensures every student learns, exceeds all expected performance standards, graduates, and is able to compete and succeed in a global economy. The Governing Board has adopted a Philosophy of PEAC- Personalization, Empowerment, Accountability, and Collaboration as its everyday practice.

The district strives for high achieving schools with a racially and ethnically balanced student body; however it faces many challenges including changing demographics, increasing poverty and declining enrollment. Currently, 70% of TUSD's total student enrollment is minority; however the average minority enrollment is 65% in high schools, 72% for middle schools and 73% for elementary schools. The free and reduced lunch rate was stable at 56% for many years; however it has increased to over 65% for the 2009-2010 school year. District enrollment has dropped over 10% in the past four years and is predicted to continue to decline in the future.

After 30 years of working under a federal desegregation plan TUSD recently achieved Unitary status, freeing our parents to have more

school placement choices for their children and allowing our schools to develop their own innovative and competitive identities. The Post Unitary Status Plan created a “First Choice School” model that encourages schools to re-create themselves to better compete for students through open-enrollment. Student engagement, high expectations and student achievement and the development of 21st Century skills are the core values for all schools as they collaborate with their community to develop their First Choice School Model.

TUSD has a variety of school configurations including 11 comprehensive high schools, 19 middle schools, 71 elementary schools, 14 alternative schools, 2 K-8 schools, 1 primary school, 1 intermediate school and 1 K-12 school. Over the past year, much work has been done to reconfigure, consolidate and merge schools to address declining enrollment, reduced state funding, and issues of student achievement. Plans are in place that will merge or close 9 elementary schools, create more K-8 schools, and consolidate alternative education schools. For the 2010-2011 school year, we anticipate that the school configurations will include 11 high schools, 14 middle schools, 6 K-8 schools, 65 schools serving elementary students and 1 K-12 school. The alternative schools will be consolidated to address student needs.

This School Improvement Grant is developed to address the needs of two high schools, Project MORE and Howenstine High School, currently considered Tier II schools and twelve Tier III schools in Federal School Improvement Year One and beyond. The Tier III schools include five middle schools in Corrective Action (CA) or Restructuring (RP), three elementary schools in Year 1-2, one alternative middle/high school for teenage parents, and three schools frozen in school improvement. One of the Year One schools (Richey) will be closed in the Fall due to low enrollment. Eleven of the twelve schools are considered “Performing” or “Performing Plus” by the Arizona accountability model AZLEARNS while the twelfth school (Maxwell) has earned the label of “Failing.” Maxwell Middle School was designated a “New School” by the TUSD School Board on April 27, 2010. The new school designation will allow the implementation of the transformation model since replacement of administration and interviewing of all staff is required. In addition to Maxwell, three other middle schools (Corrective Action and Restructuring) are currently seeking new administration thereby allowing a transformational model to be implemented. The remaining two middle schools (Corrective Action) have recently hired new administration for the purpose of turning around the academic achievement at each school. All of the Tier III schools have a percentage of minority students with a significant number of English Language Learners (ELL). Tier III schools are in central, south or southwest Tucson. The federal improvement year and poverty at each is as follows: Lynn-Urquides Elementary (Yr. 1) 96.06%, Teenage Parent Middle High (Yr. 1) 91.39%, Myers-Ganoung Elementary (Yr. 2) 93.13%, Robison Elementary (Yr. 2-Frozen) 87.70%, Hohokam Middle (CA) 88.87%, Maxwell Middle (CA) 94.95%, Naylor Middle (CA) 86.33%, Valencia Middle (CA) 79.57%, Safford Middle (CA-Frozen) 86.33%, Cavett Elementary (CA-Frozen) 99.55% and Wakefield Middle (RP) 97.92%.

The two Tier II schools are unique to the district. Project MORE, an open enrollment alternative school with a 3-year average enrollment of 192 students, offers nontraditional education for district students whose needs cannot be met in a regular, special education or vocational school. Project MORE has a current enrollment of 220 student with 69.82% of them qualifying for free and reduced price lunch. Of the students who have selected Project MORE as their high school, 59% are Hispanic, 18% are Anglo, and 14% African

American. The Multi-Year Mobility Data report indicates Project MORE's mobility to be 125.2%. The TUSD average mobility rate for the same time period is 41%. During SY 2008-09, the 1st day of enrollment was 173 students. Afterward 203 students enrolled, 39 students re-entered and 226 students withdrew. Howenstine has an average enrollment of 255 students over the past three years. Currently, there are 235 students enrolled with 63% of them qualifying for free and reduced lunch. Howenstine is an open enrollment magnet school, with no feeder schools. Of the students who have selected Howenstine as their high school, 51% are special education students.

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

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

The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure each pre-K through 12th grade student receives an engaging, rigorous and comprehensive education. We envision Tucson Unified School District as a professional learning community that ensures every student learns, exceeds all expected performance standards, graduates, and is able to compete and succeed in a global economy. The Governing Board has adopted a Philosophy of PEAC- Personalization, Empowerment, Accountability, and Collaboration as its everyday practice.

After 30 years of working under a federal desegregation plan TUSD recently achieved Unitary status, freeing our parents to have more school placement choices for their children and allowing our schools to develop their own innovative and competitive identities. The Post Unitary Status Plan created a "First Choice School" model that encourages schools to re-create themselves to better compete for students through open-enrollment. Student engagement, high expectations and student achievement and the development of 21st Century skills are the core values for all schools as they collaborate with their community to develop their First Choice School Model.

TUSD has several district-level advisory councils such as: Superintendent's Advisory, School Community Partnership (4 area councils and one district), District Advisory for Title I, Communications Advisory, Budget Advisory, GATE Advisory, Student Advisory as well as the Bond Fiscal Oversight committee and the Technology Oversight committee. Additionally, each school has its own school advisory council whereby parents, students and other community representatives have budget making advisory capacity for each school in TUSD. School councils meet monthly and make strategic decisions to serve their unique school community.

TUSD has a 2141 Committee responsive to the district improvement plan and the recruitment, retention and training for highly qualified and highly effective teachers. 2141 is a representative committee of district program coordinators, site-based administrators, academic coaches, teacher mentors, certified teachers and paraprofessionals. The committee meets monthly to evaluate and re-write the Title II-A plan and budget in alignment with the district improvement plan.

All of the Tier III schools are implementing newly written Title I Schoolwide plans with research-based reform models, they have spent this year completing needs assessments, revising their plan and creating strategies for increased parent involvement. Each school has a parent liaison or a community representative to meet the needs of their students, parents and communities. Each school has an active school council that includes parental input for site-based decision making.

TUSD has a myriad of communication and input opportunities for Students: Intranet, Internet, Student Councils, School Website, school letters, Student Advocacy Groups, school Marquise; Parents and Community: Parent Conference, Parental Access through TUSDstats, School Site Council meetings, Title I site parent meetings. School letters (translated), Monthly Title I District Advisory Council, School Community Partnership Council, TUSD Website, School website, Marquise, AZ Daily Star; Staff: Internet, Intranet, direct emails, staff meetings, Newsletters; Employee Groups: Department letters, direct emails, TEA union, websites, Weekly Wire, Curriculum Connection.

Some parent engagement opportunities include: District and school membership to the National Network of Partnership Schools, Quarterly Family Conferences with a focus on College Preparedness, Monthly parent support through the following venues: School Community Partnership Council, District Advisory Council, Native American Education Advisory Council, Exceptional Parent Project, College Night which brings over 200 college representatives to Tucson for recruitment and dialogue, School site council training provided for staff and families, School Transitions for our community to learn about how to assist students in making a smooth adjustment to the next grade level, campus including career exploration, Training of parents and staff through the Arizona Parent Information and Resource Center; Active Parenting training of staff and families for the building of parental capacity in Title I schools; English as a Second Language Classes at a variety of TUSD campuses; General Education Development Classes at the Rose Family Center; Computer classes for parents at a number of schools in TUSD; Adult Education Classes through a cooperative agreement with Pima Community College; 21st Century ‘First Choice’ schools providing families the opportunity to choose the right learning environment for students; Participation in Joint Technological Educational District to expand school options for students; Pima County Prevention Partnership at a variety of schools; Strength Building Partners at a variety of schools; Math and Parent Partnership at a variety of schools.

TUSD operates with the uniqueness of our school communities in mind and values personalization, empowerment, accountability and collaboration for our students.

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.

All data is provided as an attachment.

Project MORE High School (6264): 10-02-01-674

General Data- Project MORE, an open enrollment alternative school with a 3-year average enrollment of 192 students, offers nontraditional education for district students whose needs cannot be met in a regular, special education or vocational school. Project MORE has a current enrollment of 220 student with 69.82% of them qualifying for free and reduced price lunch. Of the students who have selected Project MORE as their high school, 59% are Hispanic, 18% are Anglo, and 14% African American. The Multi-Year Mobility Data report indicates Project MORE's mobility to be 125.2%. The TUSD average mobility rate for the same time period is 41%. During SY 2008-09, the 1st day of enrollment was 173 students. Afterward 203 students enrolled, 39 students re-entered and 226 students withdrew. A review of the Arizona School Health Annual Report shows that the Project MORE health office logged 1,141 contacts for Student Health Records enrollment and withdrawal tasks. A review of Project MORE's AYP determination for the last two school years shows Project MORE did not meet AYP in 2007-2008 or 2008-2009; both years AYP was not met in the "percent tested" and the graduation rate indicators. Over the last two school years, AIMS results used for the AYP test objective have shown insufficient numbers of students to receive an evaluation.

Math Proficiency- A review of the AYP determination data shows an overall 28% proficiency in 10th grade AIMS. Project More serves a population of students that have dropped out or are at risk of dropping out; therefore, 35% of their enrolled students were included for the AYP determination (17 students) due to the continuously enrolled provision. The largest subgroup, Low SES, has 11 of the 17 students; the proficiency rate of this group is 18%.

Beyond the AYP data, a review of the overall AIMS data for 10th grade students, including ELL and non-continuously enrolled students shows mathematics proficiency at 17.3% in 2006-07, 28.6% in 2007-08 and 29.5% in 08-09. The number of students tested ranged from 44 to 56. Although the mathematics proficiency rate has increased over the last two years, it remains well below the AMO of 40%. In 11th grade in 2006 (n=32) the proficiency rate was 9.4%, for 2007 it was 17.1% (n=35), and in 2008 the rate was 8.7% (n=23). It is important to note that these students may not represent a continuously enrolled group that began on the first day of the school year. Nevertheless the proficiency rates are well below AMO.

Reading Proficiency- A review of the AYP determination data shows an overall 28% proficiency in 10th grade reading. Project MORE serves a population of students that have dropped out or are at risk of dropping out; therefore 42% of their enrolled students were included for the AYP determination (18 students). It is important to note that Project MORE has 43 students enrolled during the 10th grade reading testing but only 18 were included due to the "continuously enrolled" provision. The largest subgroup is the Hispanic subgroup with only 20% showing proficiency out of the 10 continuously enrolled. Two large subgroups at Project MORE are low SES with 12 out of the 18 and special education with 10 out of the 18 continuously enrolled. The proficiency rates in 10th grade reading for these two subgroups are 25% in low SES and 40% in special education.

Beyond the AYP data, a review of the overall AIMS data for 10th grade students, including ELL and non-continuously enrolled students showed reading proficiency decline by 15.6% over the last 3 years. In 2006-7 (n=47) 48.9% reading proficiency in 10th grade reading versus 2008-9 (n=36) 33.3% reading proficiency.

Graduation Rate- ADE Tier II data shows graduation rate has declined by 8% in the last 3 years; in 2006 the 4 year graduation rate was 30%, in 2007 it was 26% and 2008 it was 22%. The three year average of 26% is still well below the 71% criteria. While the 5-year graduation rate was much higher for 2008, the same cannot yet be verified for 2009 until after graduation this spring. Other data points show similar troubling results but commendable positive trends. Attendance rose from 80% to 85%. College enrollment increased from 0% to 37%. Discipline incidents decreased from 90 to 78. Truants decreased and the dropout rate was flat.

Percent Tested- While Project MORE had enough students to be evaluated in “percent tested” for *all students, Hispanics, and Low SES* in 2008, by 2009 only *all students* was evaluated. All percent tested numbers for these respective groups ranged from 82% to 89% for current year and 87% to 90% for the 3-year average, well below the 95% criteria.

Observation Data- Walkthrough data on May 13, 2010 observed 13 classes in session with 70 students in attendance. In most classes there were less than 8 students. Two classes had one student each. The small class sizes would suggest structured opportunities for learning focused conversations among students, inquiry-based projects and individualized teacher/student interactions. However, the teachers’ use of instructional strategies such as: practice opportunities, specific reinforcement, checking for understanding and providing a clear explanation of learning were not observed in any of the classes. Teacher modeling of expectations for a skill/product, reviewing objectives and corrective feedback were observed in two of the 13 classes. The use of technology was limited to one computer lab with one student completing an online credit recovery exam and one teacher using a Promethean for guided practice in addition to a mobile computer cart with laptops. In the classes visited, proper technology integration for student achievement was not observed. The reading intervention class seemed promising, but due to the lack of district bandwidth, none of the students were able to access their online account.

School Quality Survey Data- Project MORE’s staff, families, and students annually complete the School Quality Survey (SQS), which measures overall satisfaction as well as perceptions regarding instruction, the environment, intercultural proficiency and more. Analysis of results from the SQS for the last two school years show agreement across all groups that instruction is strong. The staff is particularly pleased with the impact of professional development on instruction, with 100% of respondents answering *agree* or *strongly agree* to the question. While parent response was very low, the respondents all agreed that they were satisfied with instruction for their children across several subject areas. Students expressed overwhelming agreement that they were given chances to ask and answer question and that their teachers help them. However, all three groups reported low computer use at home and school. Overall, results for the most recent year, 2008-2009 compared to 2007-2008, show more favorable responses regarding instruction--though the responses were strong for instruction in both years.

Students were the only group of the three to maintain positive perceptions on the environment across the two years. The only concern expressed by students was misbehavior in class and by 2008-2009 it was no longer a concern of any student respondent. Conversely, one

in five parents noted concern with behavior and overall school safety 2008-2009 whereas none reported problems in this area in the previous year. The trend for teachers was more in line with that of parents, with a third expressing concerns about student behavior in class and more than 50% responding that the school is not clean and well kept and that the students engage in bullying or harassing behavior. These figures were up from the prior year. In 2007, 49% of students agreed that “My teachers give me a chance to ask questions,” in 2009 there were 100% of students who agreed with that response. In 2007 93% agreed with the statement, “I attend school regularly and try not to be absent.” In 2009 that percentage rose to 95.

All three groups responded favorably to questions concerning intercultural proficiency; the strongest positive response by all groups indicated that students feel welcome in the school environment. Positive responses were also reported in regards to teachers treating students with respect and students of different backgrounds getting along. Unfortunately, roughly 20% of teachers and students expressed that negative comments about the ethnic or racial backgrounds of students is problematic. Teachers had not reporting any problems with intercultural proficiency in 2007-2008, but by 2008-2009 some teachers began to report what some students had reported for both last year and the previous year.

Students were the only group to respond to questions on personal qualities and the response was positive in both years. Parents and staff instead answered questions on leadership and school councils. More than 73% of staff rated all questions on leadership positively, for both years. Nearly 29% of parents reported they were not encouraged to be involved, but in the 2nd year this number decreased to only 20%. Teachers’ positive perceptions of the site council were less evident than that of parents, but improving. Many reported there is insufficient feedback from the council on progress. Parents on the other hand, noted representations issues if they noted any concerns. Overall, 90% of students and 96% of staff are satisfied with the school (both down from the prior year). At 100%, parent satisfaction was up slightly from the previous year.

Howenstine High School (5767): 10-02-01-680

General Data- Howenstine has an average enrollment of 255 students over the past three years. Currently, there are 235 students enrolled with 63% of them qualifying for free and reduced lunch. Howenstine is an open enrollment magnet school, with no feeder schools. Of the students who have selected Howenstine as their high school, 51% are special education students. A review of the Arizona School Health Annual Report shows that the Howenstine health office logged 4,832 student visits. 790 of the visits were for student hunger. A review of Howenstine’s AYP determination for the last two school years shows Howenstine met AYP in 2007-2008 and did not meet AYP in 2008-2009. While the school met the test objective criteria last year, AYP was still not met due because of the “percent tested” requirement and the graduation rate criteria.

Math Proficiency - A review of the 2009 AYP determination data shows an overall 47% (n=64) proficiency in 10th grade AIMS. The largest subgroup (SES) represents 44 students with a proficiency rate of 48%. 22% (n=27) of Special Education students tested achieved proficiency. Another large subgroup (Hispanics) represents 36 students with a proficiency rate of 44%. Beyond the AYP data, a review of

the overall AIMS data for 10th grade Howenstine students, including ELL and non-continuously enrolled students shows mathematics achievement growth was 28.6% in 2006-07, 39.3% in 2007-08 and grew to 45.5 % in 08-09. The number of students tested ranged from 35 to 66. In 11th grade 2006 mastery was 13.3% (n=15), for 2007 23% of students (n=13) achieved mastery. In 2008 13% (n=23) of students were proficient. 12th grade Howenstine mathematics scores have dropped dramatically from 18.2% mastery in 2006-07 to 7.7% mastery in 2008-09. Although the mathematics proficiency rate for all grades combined has stayed the same over the last two years, it remains well below (at 33.3%) the AMO of 40%. It is important to note that Howenstine serves a large population of special education students (42%); 27 of 64 continuously enrolled 10th grade students were categorized as special education. A disaggregation of math AIMS data done through TUSD Research and Accountability department shows 15% of special education reach proficiency versus 53% proficiency of non-special education students on 2009 AIMS and AIMS-A.

Reading Proficiency- A review of the AYP determination data for Howenstine shows an overall 48% proficiency in 10th grade reading. 62 continuously enrolled students were included in the testing group. The largest subgroup, SES, had 54% proficiency for the 41 students who were continuously enrolled. Other large subgroups at Howenstine, Hispanics and White, had proficiency rates of 47% and 59% respectively. Of the 26 Special Education students who were continuously enrolled 31% had a passing score. Beyond the AYP data, a review of the overall AIMS data for 10th grade Howenstine students, including ELL and non-continuously enrolled students shows reading achievement growth was 50.0% in 2006-07, 55.4% in 2007-08 and 49.2% in 2008-09. The number of students tested ranged from 36 in 2006-07 to 63 in 2008-09. In 11th grade, 2006-07 mastery was 25.0% (n=12). For 2007-08, 18.2% (n=11) achieved mastery and during 2008-09 mastery was 7.1% (n=14). In the 12th grade over three years, the largest number of students tested was 9. The percentage of reading mastery ranged from 0.0% (n=4) mastery in 2006-07 to 20% mastery (n=5) in 2007-08 with a drop to 11.1% (n=9) mastery for the 2008-09 school year. A disaggregation of AIMS data done through TUSD Research and Accountability department shows 18% of special education reach proficiency versus 51% proficiency of non-special education students on 2009 AIMS and AIMS-A

Graduation Rate- The graduation rate in 2009 for Howenstine was 53%, which is significantly less than previous years' graduation rates. Specifically, in 2008, 72% of students graduated and in 2007 the rate was 81%. The three year average of 69% just missed the 71% criteria. In the AYP appeal, it was noted specifically that the self-contained special education population at Howenstine struggled to meet the 4-year graduation requirement but that many had succeeded in graduating on a 5-year timeline. The school has higher 5-year graduation rates, but a similarly declining trend over the last two years. These shifts in performance might be tied to a significant increase in discipline incidents and a recent change in school leadership.

Percent Tested- The following groups were unable to meet the 95% tested criteria for reading only: all students, Hispanic, and Low SES. The percent tested results were 93%, 90%, and 89% for these groups respectively. As is typical, these groups have considerable overlap in students. In the AYP appeal filed for Howenstine, absences on the testing date and make-up dates as well as refusals to test which were attributed to special education student behavior issues and parent preference were both noted.

Observation Data- Walkthrough data reveals 10 classes in session with 124 students in attendance. The small class sizes would suggest structured opportunities for learning focused conversations among students, inquiry-based projects and individualized teacher/student interactions. However, the teachers' use of instructional practices such as teacher modeling, checking for understanding and eliciting

student engagement was observed in fewer than half of the 10 classes. In 4 of the 10 of the classes objectives were posted but never reviewed with the students. No guided practice was observed. In only one out of the 10 was student engagement elicited and in no classes was engagement mandatory. In one classroom a student was observed sleeping, in another class the teacher's aide was observed doing a crossword puzzle. These instances are indicative of a systemic acceptance of mediocrity. The use of technology was limited to one computer lab, a reading intervention class with 6 computers and one teacher using a Promethean to post the assignment. In the classes visited, proper technology integration for student achievement was not observed. The reading intervention class seemed promising, but due to the lack of district bandwidth, none of the students were able to access their online account.

School Quality & SAI Survey Data- 2009 School Quality survey results show 50.7% of students disagree or strongly disagree that, "I often use a computer at school to do my school work." Less than 50% of students use a computer with internet access at home to do their homework. 2009 School Quality survey results show 89% of students feel they can easily make friends with students of different racial and ethnic backgrounds. Survey results show 89% believe "it's okay to hang out with students of different racial/ethnic groups." These results show: 52% strongly agree with the prior statement. Students with disabilities are treated with respect. Fall 2009 SAI survey results indicate 10% of the staff "always" use data to assess students' needs. Also, only 15% of teachers work together work together to improve student learning. 2009 School Quality survey results show 30% of the students do not believe that the adults understand their learning needs. 50% of teachers and 56.4% of students don't believe that students behave during class. Fall 2009 SAI survey results indicate that 30% of teachers said they were "sometimes" focused on creating positive relationships between teachers and students. The SAI highlighted 5 standards needing the most improvement: learning communities, resources, evaluation, design and collaboration.

An analysis of the Howenstine staff responses over the last two school years on the School Quality Survey (SQS) reveals the strongest response areas are instruction, leadership, site council, site-based organizational development, computer technology, and overall satisfaction. All areas are rated favorably by parents, but overall satisfaction, leadership/communication, and intercultural proficiency are rated highest. For staff, the least favorable areas include environment and intercultural proficiency, whereas for parents they are instruction, environment, and school council. All areas are rated fairly harshly by students, comparatively.

Sustained positive responses over two years are seen in staff responses for instruction, site-based organizational development, computer technology, and overall satisfaction. For parents, this is true for all areas. Conversely, sustained negative staff responses are apparent in environment and intercultural proficiency. Students have enough negative responses across all areas that have worsened over two years that it's worth noting. According to Howenstine staff, the area of site council shows marked improvement over the two year period, leadership is somewhat ambiguous but more positive than negative, and all other areas show slightly downward shifts. For parents, only environment and school council show improvements. All other areas are positive but slightly less so than in the previous year. Again, students report declining feelings in all areas and all areas have concerns.

Staff members are given the opportunity to comment on their surveys and while most responses were unique, a few themes emerged. Namely, a slow network/connection and overall satisfaction with the school appeared multiple times across years. Recent (2009)

concerns that are repeated include pacing calendars, behavior, bullying, and discrimination.

Over the two year period, there is a strong positive staff response concerning instruction, with at least 70% of respondents selecting *agree* or *strongly agree* to the instructional questions. Specifically, operating as a professional learning community and data driven intervention has 95% favorable responses. However, there has been a slight increase in the unfavorable responses, with over 27% of respondents reporting negatively on Wednesday professional development and District Pacing Calendars. Parents also respond favorably to instruction, and display a similarly slight negative trend with nearly 84% and over 88% indicating satisfaction with instruction in the various areas including computers in 2009 and 2008 respectively. The highest negative response by parents is in 2009 and reveals that over 16% (up from less than 3% in 2008) have not received an explanation of the school's implementation of Arizona's academic content standards. Students do not agree with staff and parents regarding instruction. Too many express they do not enjoy learning, are not afforded opportunities to discuss what they are learning or their opinions on what they learn, and don't learn about or use computers frequently enough. While the student position improves from 2008 to 2009, in some instance as much as 42% of students still respond unfavorably.

Staff responses in 2008 regarding the environment vary more, with 98% of respondents reporting the school is safe and 95% indicating students have a safe way to report bullying or harassment, while only 64% agree that students behave in class. In 2009, the same two questions have the most favorable responses, though the degree of agreement drops off slightly. Similarly, across the two years, the same question has the least favorable response, with only 57% of staff indicating students behave in class. While parent responses are generally more positive in this area and the trend is a positive trend over two years, they do agree with staff that the school is safe is the most positive environmental attribute. Though they acknowledge that some students do not behave in class, it appears to be of lesser concern to parents than staff. Both groups express some concern with bullying and harassing behavior. Students again express greater concern than staff and parents with the environment. More than 56% agree that student behavior in class is most problematic. More than 71% report being bullied or harassed. Nevertheless, percentages are in the seventies favorably for a comfortable place to learn, being able to report bullying, and feeling safe.

There is a similar varied staff response and slightly negative trend for intercultural proficiency. In 2009, over 95% of staff report the general climate for diversity is welcome, students of different backgrounds get along, and the staff intervenes when insensitive or prejudice behavior is observed. However, nearly 60% feel students don't treat teachers with respect and over 31% report incidents of students commenting negatively about the racial and ethnic backgrounds of others. Parents have a much different take on intercultural proficiency. Despite slight declines in overall favorability in this area, over 90% of respondents are pleased. The 9% of parents asserting students say negative things about the racial and ethnic backgrounds of others in 2009 represents the highest dissatisfaction in this area. Student responses are most in line with teachers, rating instances of negative comments fairly high and revealing a decline in the area overall.

In 2008 for the leadership section about a third of staff respondents report not being involved in decisions, but nearly 85% report effective leadership and more than 88% say site administrator/principals regularly discuss instructional issues with faculty. In 2009, the number of uninvolved staff decreases, but fewer report effective leadership. Parent responses are positive for both years with more than 92% agreeing to all questions concerning leadership/communication. Parents show a slight decrease in overall positivity in this area over time. Students are not surveyed on leadership.

Unlike instruction, environment, and intercultural proficiency, the trend regarding the school council is positive from 2008 to 2009. In 2009, an increasing overwhelming majority of staff acknowledge the school council works to improve student achievement, while the percent to report a lack of communication on progress decreases to less than 25% and the percent who feel they are not represented decreases to less than 20%. The trend for parent responses is also positive—though it’s not the only positive trend since environment shows an increasing trend too. Parents, like staff, also feel most strongly regarding the school council and increasing student achievement and least strongly concerning representation on the council. Students are not surveyed on school councils. Responses in the area of computer technology and overall satisfaction are above 93% favorable in 2008, but drop to below 90% in 2009. Site based organizational development has a similar trend, though overall favorable percentages are lower. Parents and students do not have a separate section for computer technology as it was addressed under instruction and yielded favorable responses from parents and unfavorable responses from students. Parents and students also do not have a section on site-based organization development. Additionally, students are the only group surveyed on personal qualities. They report good responses for most questions, with the exception of timely homework completion. They especially agree that they work on attendance. Generally, there is a decline in positive responses over two years. Overall parent satisfaction is 100% for 2008 and nearly 95% for 2009. Student satisfaction falls from 83% in 2008 to over 70% in 2009.

B. DESCRIPTION OF LEA’S CAPACITY

B1.a How effective are our processes?

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

Behavior for successful restructuring of persistently low achieving schools	What are the strengths? What is in place?	What are the weaknesses? What needs to be put in place?	What changes will be made to address the weaknesses and improve on the strengths?

Standard 1: Leadership Systems			
Administrators are chosen for getting results, influencing others and willingness to change	TUSD actively recruits nation wide for the most effective administrators and teachers. Instead of the traditional “interview,” there is a new multi-tiered selection process which has the applicant demonstrate specific high-leverage strategies centered on The Interstate School Leaders Licensure Consortium (ISLLC) Standards for effective administrators. This process is inclusive of a wide variety of school & community stakeholders.	Site Administrators/Principals must still navigate the teacher evaluation process and a slow due process. TUSD District Leadership (Directors and Assistant Superintendents) lacks sufficient control over hiring, placement, and retention of staff. Assistant Superintendent and directors only make recommendations to the Superintendent to renew/nonrenew; then the Governing Board makes the final decision. Currently, there is no incentive for administrators who demonstrate the ability to get results, influence others, and make changes to apply at a high-need school site. Administrators willing to make needed changes must still operate within district-wide staffing policies.	TUSD will continue to utilize the new multi-tiered selection process and will continue to work to recruit and retain the most effective administrators based on a comprehensive evaluation system. 1003(g) funds may be used to offer Transformational Principal Stipends for Tier II & III schools in order to widen the applicant pool and focus on candidates that possess the needed transformational qualities. The Principal Stipends may be tiered to include a baseline stipend for recruitment and additional workload and then a secondary tier that is based on academic growth data in reading and math.
District has a comprehensive plan for recruiting and retaining highly effective teachers and leaders.	TUSD actively recruits nationally for the most effective administrators and teachers. TUSD is one of 7 districts nationally that participates in the Talent Transfer Initiative (TTI). TTI offers highly effective teachers \$10,000 a year for 2 years to transfer to a high-need site. Additionally, Goal 2 of the LEA Consolidated Plan articulates TUSDs strategies to leverage federal funds for recruitment and retention. These strategies include: recruitment stipends for hard-to-fill positions and hard-to-staff schools, reimbursements and internship programs for Special Education	The economic situation the past two years has necessitated reductions in force resulting in disjointed support for teachers. Some schools have had over 50% turnover in staff in one year with new teachers to the school brought in due to seniority. Additionally, TUSD lacks a district-wide procedure for identifying and rewarding highly effective teachers. There is no policy to retain effective teachers in high-need or school improvement schools. There is no systematic site-based mentorship program for teachers who are new to a site. PGYPs can be ineffective if not	The school improvement coordination team has made recommendations to enter into Memorandums of Understanding (MOU) with the Governing Board in order to retain highly effective teachers in Tier II/III schools. The 2141 Committee will continue to set priorities and develop programs based on teacher recruitment and retention. Tier II Schools-1003(g) funds may be used to provide up to \$5000 stipend for recruitment and retention for Highly Qualified/Appropriately Certified teachers. An additional stipend of up to

	<p>candidates, Math Leadership masters degree programs, Math AEPAs study groups. Additionally, there is a partnership with the Arizona K-12 center allowing a comprehensive and highly structured New Teacher/Mentor program. The 2141 committee has worked on updating the Title II budget with a focus on serving the most high-need schools through recruitment and retention.</p> <p>Certified teachers alternate between formal evaluations and professional growth year plans (PGYP). PGYPs can be aligned with school improvement plan goals or other professional development initiatives at a particular school site. Meaningful PGYPs can be used to retain effective teachers when professional growth opportunities are aligned.</p>	<p>aligned with a school improvement strategy, or individual teacher needs. There is inconsistency in the systematic district-wide implementation of PGYP.</p>	<p>\$5,000 may be awarded to Highly Qualified/Appropriately Certified teachers that meet the requirements of increasing student achievement.</p> <p>1003(g) funds may be used to offer Performance Stipends to a Transformational Principal working in Tier II & III Schools. These stipends will encourage proactive, strategic behavior by principals and rigorous training will be provided delineating the expectations of an instructional leader.</p> <p>Tier II & Tier III Transformational Principal Stipend will be used to attract two high-quality turnaround principals with proven track records that show a commitment to student academic growth. The Principal Stipends may be tiered to include a baseline stipend for retention and additional required professional development and training, and then a secondary step that is based on academic growth data in reading and math.</p> <p>Additionally, Tier III Implementation Principal stipends may be provided for retaining principals committed to implementing the Arizona School Improvement Plan at their school site.</p>
<p>There is a process to evaluate principals' abilities to demonstrate behavioral competencies of instructional</p>	<p>TUSD has a comprehensive administrator/principal evaluation system based on the ISLLC standards, which includes multiple observations, student achievement results and staff and community quality surveys.</p>	<p>TUSD District Leadership (Directors and Assistant Superintendents) lacks sufficient control over hiring, placement, and retention of staff. Assistant Superintendent and directors only make recommendations to the Superintendent to renew/nonrenew; then the Governing</p>	<p>TUSD Leadership will collaborate with the administrator's bargaining unit (Educational Leaders Inc.) to revise the evaluation model to ensure more expedient change in leadership when needed. TUSD leadership will formalize a process for evaluating principal's</p>

<p>leadership</p>	<p>Multiple sources of data are taken into consideration including: School Quality Survey results (parent, student, and teacher satisfaction), attendance, mobility, increased enrollment, and academic growth data.</p>	<p>Board makes the final decision.</p> <p>While the TUSD District Leadership (Directors and Assistant Superintendents) team is responsible for evaluating principals, there is no formalized system that takes into account the percentage of time an administrator spends being an instructional leader versus a school manager. When evaluating the job performance of an administrator, the system for collecting data at school sites is fragmented.</p> <p>Currently, there is no incentive for administrators who demonstrate effectiveness through the ability to get results, influence others, and make changes to at a high-need school site.</p>	<p>abilities to demonstrate behavioral competencies of instructional leadership based on the ISLLC standards.</p> <p>TUSD District Leadership (Directors and Assistant Superintendents) will provide support and training to site-based administrators in evaluation protocols and hold them accountable to the implementation.</p> <p>1003(g) funds may be used to offer Performance Stipends to a Transformational Principal working in Tier II & III Schools. These stipends will encourage proactive, strategic behavior by principals and rigorous training will be provided delineating the expectations of an instructional leader.</p> <p>Tier II & Tier III Transformational Principal Stipend will be used to attract two high-quality turnaround principals with proven track records that show a commitment to student academic growth. The Principal Stipends may be tiered to include a baseline stipend for retention and additional required professional development and training, and then a secondary step that is based on academic growth data in reading and math.</p> <p>Additionally, Tier III Implementation Principal stipends may be provided for retaining principals committed to implementing the Arizona School Improvement Plan at their school site.</p>
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<p>The LEA aligns personnel evaluations to effective instructional performance.</p>	<p>The evaluation system is research based on best practices driven by Charlotte Danielson’s work and the Arizona’s Professional Teacher standards.</p> <p>Certified teachers alternate between formal evaluations and professional growth year plans (PGYP). PGYPs can be aligned with school improvement plan goals or other professional development initiatives at a particular school site.</p>	<p>The current evaluations system can be ineffective when Site Administrator/Principals center more on teacher behavior rather than student learning and teachers addressing state standards.</p> <p>PGYPs can be ineffective if not aligned with a school improvement strategy, or individual teacher needs. There is inconsistency in the systematic district-wide implementation of PGYP.</p> <p>Teachers that are struggling to show effectiveness are not provided with consistent support and resources to address their needs.</p> <p>Administrative training needs to be current in respect to implementation of new evaluation protocols.</p>	<p>A teacher evaluation team composed of TUSD District Leadership (Directors and Assistant Superintendents), Tucson Education Association (TEA) and school staff will work together to improve the current teacher evaluation procedure. The team may ensure that multiple sources of data are used to evaluate the effectiveness of a teacher. Data sources include, but are not limited to: lesson plans, classroom observations, classroom walk-throughs, self-assessments, portfolios, student achievement data, student work-sample review). The defined model will be developed, clearly communicated, with supportive staff development for training teachers and Site Administrator/Principals.</p> <p>Teacher evaluation (PGYP) will be directly tied to staff development and professional development providing information for both summative and formative purposes.</p> <p>Provide administrators with training on Leadership, Curriculum & Instruction, Use of Assessment, Climate and Culture & Managing Resources using True North Logic and other online professional development resources.</p> <p>Tier II & III administrators will be empowered to utilize the online resources to align a rigorous PGYP with school improvement plans through individualized teacher needs.</p> <p>TUSD will commit resources to provide</p>
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			<p>high-quality, job-embedded training for administrators, teachers and paraprofessionals in support of their professional growth.</p> <p>Academic Coaches may be provided to Tier II/III schools to ensure the effective instruction of Arizona State Standards with an emphasis on Reading, Writing and Mathematics.</p>
<p>The LEA has a process and procedures in place to exempt schools from district policies that restrict innovation; i.e. staffing, budgeting, and scheduling.</p>	<p>The new administration and Governing Board has adopted a philosophy of Personalization, Empowerment, Accountability, and Collaboration as its everyday practice. School Councils are more empowered for budget decision making and staffing. “First Choice Schools” are actively encouraged through the Post Unitary Status Plan freeing the schools to be more innovative and competitive. The TUSD governing board has the authority to declare an existing school a “New School,” whereby the teachers are able to reapply for their positions per Consensus Agreement 1-23. School Board “Memorandums of Understanding” can be written to facilitate exemptions from district policies that restrict innovation.</p> <p>There is an ongoing TUSD partnership with the Tucson Education Association to negotiate employee agreements.</p>	<p>Transportation complexities hinder innovative scheduling for individual schools. The current LEA process for teacher inter-district transfers and reduction in force gives little leeway for administrators to personalize their own school environment. Seniority practices continue to hinder staff selection practices. Administrators are confined by union consensus agreements and human resource policies. There is no policy to retain effective teachers in high-need or school improvement schools. Although TUSD site school councils make recommendations on staffing and budgeting, there has not been in-depth training on the complexities of school budgets.</p>	<p>The school improvement coordination team has made recommendations to enter into Memorandums of Understanding (MOU) with the Governing Board in order to provide flexibility to Site Administrator/Principals in staffing (for example, retaining effective teachers in Tier II & III schools, teacher incentive stipends). When the data determines the need for new administration and staff, TUSD can utilize the “New School” process to give schools more freedom in hiring.</p> <p>July 26-30, 2010 TUSD Title I will co-host a back to school professional development to train site councils, site administrators and teachers on Title I allowable expenses and school improvement process. Schoolwide schools will be invited to participate in roundtables, program evaluations and strategic planning sessions.</p>
<p>District has a plan to monitor implementation of the intervention</p>	<p>The Research and Accountability Office tracks a variety of data and provides the data online through TUSD Stats page. TUSD Leadership uses the benchmark</p>	<p>Due to budget cuts, there is a high-mobility rate of teachers during the past two years which has had a detrimental effect on the ability to implement any</p>	<p>See timeline below.</p> <p>TUSD will use 1003(g) funds to purchase ATI/Galileo assessment system</p>

<p>model or school improvement plan. This would include processes to be used, timelines, benchmarks, consequences, etc.</p>	<p>assessments, AIMS scores, attendance, demographics, mobility rate and school quality surveys to inform discussions with Site Administrator/Principals. Middle School leadership conducts on-going data talks utilizing quarterly benchmark data to inform instruction at the performance objective and student level. The process to move schools from schoolwide (SW1) to schoolwide 3(SW3) has required an in-depth look at data and needs assessments to re-evaluate and rewrite the school plans with a scientifically based school reform model. The Title I office has established a process that includes peer review, feedback and technical assistance.</p> <p>The SW3 pooled funds allocation process. In order for this allocation method to be in compliance with Federal and State laws, each school was required to develop a school wide instructional plan that provides for each item in their requested budget. There is a peer review process of each plan submitted for approval. The budget staff uses the school plan to approve requisitions submitted by school. If there is a conflict the budget specialist meets with the Title I specialist to review the conflict and problem solve the issue together or with the school.</p>	<p>plan with fidelity. The frequency of data dialogues at persistently low performing schools has been insufficient. There are isolated Professional Learning Community practices. There is inconsistency in accessing and using benchmark data by teachers and administrators.</p>	<p>for all Tier II & III schools in order provide systematic, quality, time-sensitive benchmarking. This system is accessible at the teacher level and focuses on student level performance objectives aligned to state standards. The assessment system will allow teacher-created formative and summative assessments along with AIMS aligned progress monitoring.</p> <p>1003(g) funding will enable TUSD to hire a Tier II & Tier III LEA Transformation Coordinator to identify trends in academic data, needs assessment data, target professional development and monitor the implementation. The coordinator will work closely with each school's site administrator/principal, academic coaches, and site-based data coordinator to ensure the timely implementation of formative and summative assessments. Data dialogues will occur frequently between the school-level and district-level coordinators to ensure a systematic process for collaboration between teachers on using data to improve instruction. See Data Dialogue Work Plan (attached).</p> <p>TUSD will use 1003(g) funds to hire outside consultants to implement research-based framework for teacher observation such as the "Teach for Success Observation Protocol." TUSD schools in Tier II and III will participate in district-wide collection of observation</p>
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			<p>data that will be used to more systematically inform administrators about the quality of the instruction and student engagement</p> <p>Aligned PD will be provided by academic coaches, online resources and will be regularly measured for efficacy.</p> <p>TUSD District Leadership (Directors and Assistant Superintendents) will prioritize the improvement of Tier II & III schools and will be deeply involved in the process.</p>
Standard 2: Curriculum, Instruction and Professional Development	What are the strengths? What is in place?	What are the weaknesses? What needs to be put in place?	What changes will be made to address the weaknesses and improve on the strengths?
<p>The LEA has core curriculum that is evaluated and revised annually. Programs & practices are evaluated and discarded in a timely manner if they do not show measurable learning results</p>	<p>TUSD has an on-going commitment to the highest quality education based on alignment with state standards. Schools have been encouraged to develop and/or adopt their own individualized math and reading curriculums in order to meet the needs of their students.</p> <p>MATH: TUSD has been moving toward implementing a model of reformed mathematics instruction. District math specialists support professional development in schools through PD Wednesdays, summer institutes, and job-embedded professional development.</p> <p>Math specialists revise calendars suggested by curriculum to TUSD calendars. LEA has ensured a reformed mathematics component in each of the new adoptions. District personnel</p>	<p>Due to budget cuts, the Office of Curriculum & Innovation was dismantled in Spring 2009, therefore the pacing guides, curriculum maps and other resources for teachers are updated at individual schools, as time allows.</p> <p>There is inconsistency in the implementation of curriculum and standards between schools. There are limited protocols for evaluating programs and practices and for replacing programs if proven ineffective.</p> <p>The decentralized nature of site-based decision-making pertaining to curriculum makes it a daunting task to maintain updated resources and provide support from a district perspective. A</p>	<p>Tier II & III schools will be required to participate in the updating of pacing guides, curriculum maps and other resources relating to the current reading and math curriculum. This may include an overarching framework such as a mathematics academic calendar.</p> <p>TUSD will create professional development cohorts with Tier II & III schools.</p> <p>Site administrator/principals will use a protocol to monitor and evaluate the implementation and effectiveness of the core curriculum. As gaps are identified in the curriculum, adjustments will be made in a systematic way to ensure student achievement.</p>

	<p>support implementation of the math curriculum through job embedded professional development, professional development on early out Wednesdays that address curriculum units and courses through the professional development portal. Systems are in place for teacher observations for participant in the Math Science Partnership (MSP) grants. The Reform Teaching Observation Protocol (RTOP) serves as tool to assess the implementation of single mathematics lesson. Curriculum Unit professional development sessions provide principals and teachers with specific goals of how best to implement each unit. Professional development is offered at schools and centrally across grade levels and grade level teams.</p> <p>For those schools contracting with Assessment Technology Incorporated's (ATI) Galileo System quarterly benchmarks and progress monitoring assessments are provided that offer information about the students' academic progress which may be aligned to the implementation of the curriculum.</p> <p>READING: LEA literacy specialists have created a curriculum map that encourages flexibility in implementing the elementary reading adoption "Trophies."</p> <p>SCIENCE: K-8 – viable, nationally recognized inquiry-based curriculum materials in place, based on state</p>	<p>decentralized process has led to limited tracking of programs & practices with no district-level oversight for fidelity of implementation and program evaluation.</p> <p>There is a developing centralized clearinghouse for teachers and administrators to access and share online curriculum resources and other information; however, it is currently limited to grant recipients (Teaching American History).</p> <p>TUSD central employees, school site administrators, and school site leadership teams (including parents) were asked to complete the 2010 district improvement survey. Over 250 individuals responded; about 55% of respondents feel the district does not monitor the use of selected materials (2.4B) or the effectiveness of instructional strategies (2.6), does not support schools in meeting diverse instructional needs (2.5), and does not implement a consistent grading system (2.8). Issues concerning a lack of a district PD department, PD opportunities outside of district, and monitoring/evaluation of PD impact were amongst the top limitations written in the comments for this standard. 20% respondents felt very strongly (falls far below) that the district does not have a systematic process for evaluating curriculum (2.2) and that the district does not evaluate the effectiveness of its Professional Development (2.15). Additionally, 65.7% do not feel the</p>	<p>TUSD technology will further populate an online curriculum resource for teachers. For example, UbD First Choice Schools' curriculum resources will be posted in order to share with other TUSD schools.</p> <p>TUSD will use the 1003(g) grant to fund supplemental instructional materials including computer based instructional and intervention programs to fill the gaps in curriculum resources. Programs will be purchased if they have a state master contract, or RFPs will be solicited when necessary. A technology integration specialist will be hired at each Tier II school in order to implement the supplemental software with fidelity and to increase the amount of differentiated, quality instruction.</p> <p>1003(g) funding will enable TUSD to hire a Tier II & Tier III LEA Transformation Coordinator identify trends in curriculum instruction implementation. The coordinator will work closely with each school's site administrator/principal, academic coaches, and site-based data coordinator to ensure the timely implementation of changes.</p> <p>Outside consultants will be used as necessary to provide curriculum training and professional development to meet the sites' individualized needs based on careful needs assessments including</p>
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	<p>standards. Ongoing professional development for Science Facilitators – each school, K-8, has one teacher who volunteers to be a Science Facilitator for their site. They attend monthly meetings and professional development and serve as a liaison between the school and the Science Resource Center.</p>	<p>district monitors the fidelity with which the selected materials are used (2.4b).</p>	<p>observation protocols, SAI results and other analyzed data.</p>
<p>The LEA has a professional development plan that allows for PD during the work day and specifically addresses and targets school improvement needs</p>	<p>The LEA has established early release Wednesdays weekly for Professional Development training. The district has established a 2141 advisory committee for the alignment of Title II funding and priorities. The LEA has set-aside 10% of their Title I funding for aligned, job-embedded, on-going professional development. Additionally, all schools in federal school improvement have set-aside 10% of Title I funding for aligned professional development.</p>	<p>Due to budget cuts, the Office of Professional Learning was dismantled in Spring 2009; therefore there has been a transition of the PD responsibilities to schools and other district offices.</p> <p>Depending on the site administrator/principal, a school may or may not be strategic and aligned with their professional development. A decentralized process has led to limited tracking of programs & practices with no district-level oversight for fidelity of implementation and program evaluation.</p> <p>The economic situation the past two years has necessitated reductions in force resulting in disjointed professional development for teachers. Some schools have had over 50% turnover in staff in one year with new teachers to the school brought in due to seniority; schoolwide professional development initiatives have become scattered across the district.</p> <p>TUSD central employees, school site administrators, and school site leadership teams (including parents) were asked to complete the 2010 district improvement survey. Over 250 individuals responded;</p>	<p>TUSD will use the 1003(g) school improvement grant to fund professional development that is aligned to core curriculum in addition to leveraging our current practices.</p> <p>1003(g) funding will enable TUSD to hire a Tier II & Tier III LEA Transformation Coordinator identify trends in academic data, needs assessment data, target professional development and monitor the implementation. The coordinator will work closely with each school’s site administrator/principal, academic coaches, and site-based data coordinator to ensure the timely implementation of formative and summative assessments. Data dialogues will occur frequently between the school-level and district-level coordinators to ensure a systematic process for collaboration between teachers on using data to improve instruction. Aligned PD will be provided by academic coaches, online resources and will be regularly measured for efficacy.</p> <p>Tier II & III sites will be required to participate in one PD model as</p>

		<p>about 55% of respondents feel the district does not support schools in meeting diverse instructional needs (2.5). Issues concerning a lack of a district PD department, PD opportunities outside of district, and monitoring/evaluation of PD impact were amongst the top limitations written in the comments for this standard. 20% respondents felt very strongly (falls far below) that the district does not have a systematic process for evaluating curriculum (2.2) and that the district does not evaluate the effectiveness of its Professional Development (2.15).</p>	<p>determined by TUSD. For example (ADE approved):</p> <ul style="list-style-type: none"> • Peer coach training by a certified peer coach facilitator (PeerEd Peer Coaching Model) • Phase One: Provide INTEL Master Teacher Participant courses to site based peer coaches • Phase Two: Site-based Peer Coaches complete INTEL Master Teacher facilitator courses and lead 10 teachers each through the INTEL Master Teacher Participant course. • PEER Ed <p>Required coaching will include, but is not limited to:</p> <ul style="list-style-type: none"> • Leadership Coaches that ensure fidelity to the school improvement plan including systematic use of the Professional growth year plans, teacher observation protocols for strong instructional leadership; • Academic Coaches who help guide instruction through on-going assessments, data talks, goal setting, lesson planning, revision and implementation in alignment with the school improvement plan <p>Additional resources may include, but are not limited to, utilization of: PD 360, PBS Teacherline, DiscoveryEd PD 21. Outside consultants will be used as necessary to provide in-depth, job-embedded, ongoing professional development to meet the sites’</p>
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<p>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.</p>	<p>The new administration and Governing Board has adopted a philosophy of Personalization, Empowerment, Accountability, and Collaboration as its everyday practice. School Councils are more empowered for budget decision making and staffing. “First Choice Schools” are actively encouraged through the Post Unitary Status Plan freeing the schools to be more innovative and competitive. The TUSD governing board has the authority to declare an existing school a “New School,” whereby the teachers are able to reapply for their positions per Consensus Agreement 1-23. School Board “Memorandums of Understanding” can</p>	<p>The economic situation the past two years has necessitated reductions in force resulting in disjointed support for teachers. Some schools have had over 50% turnover in staff in one year with new teachers to the school brought in due to seniority. Additionally, TUSD lacks a district-wide procedure for identifying and rewarding highly effective teachers. There is no policy to retain effective teachers in high-need or school improvement schools. There is no systematic site-based mentorship program for teachers who are new to a site.</p>	<p>TUSD may implement a protocol similar to the ADE Solutions Team site-visits. Findings & priority recommendations will be provided to the site with resource support.</p> <p>The Governing Board and the district leadership team (directors and assistant superintendents) will examine the individual needs at each site and determine which intervention model to implement. In addition, the “New School” designation can be used if deemed appropriate.</p> <p>The school improvement coordination</p>

	<p>be written to facilitate exemptions from district policies that restrict innovation.</p> <p>There is an ongoing TUSD partnership with the Tucson Education Association to negotiate employee agreements.</p>	<p>Site Administrator/Principals lack sufficient control over hiring, placement, and retention of staff. Site Administrator/Principals only make recommendations to the Superintendent to renew/nonrenew; then the Governing Board makes the final decision.</p>	<p>team has made recommendations to enter into Memorandums of Understanding(MOU) with the Governing Board in order to provide flexibility to Site Administrator/Principals in staffing (for example, recruiting and retaining effective teachers in Tier II & III schools, teacher incentive stipends). TUSD Leadership will continue to work with the Tucson Education Association to negotiate changes to the language that restricts innovation in staffing.</p>
<p>The LEA has a strong teacher evaluation process in place that provides for removing ineffective teachers that aren't committed to the turnaround process.</p>	<p>The evaluation system is research based on best practices driven by Charlotte Danielson's work and the Arizona's Professional Teacher standards. Certified teachers alternate between formal evaluations and professional growth year plans (PGYP). PGYPs can be revised to include areas of weakness and teacher observations can be conducted more frequently.</p> <p>Ineffective teachers are given specific recommendations by their Site Administrator/Principal as stated in their "Plan of Improvement." If improvements are not observed and documented by the administrator within 60 days, then they are recommended for "non-renewal."</p>	<p>The current evaluation system is inconsistently implemented. Site Administrator/Principals are not systematically adhering to timelines, observations and documentation.</p> <p>The current evaluations system can be ineffective when Site Administrator/Principals center more on teacher behavior rather than student learning and the teaching of state standards.</p> <p>Teachers that are struggling to show effectiveness are not provided with consistent support and resources to address their needs.</p> <p>PGYPs can be ineffective if not aligned with a school improvement strategy, or individual teacher needs. There is inconsistency in the systematic district-wide implementation of PGYP.</p>	<p>TUSD District Leadership (Directors and Assistant Superintendents) will provide support and training to site-based administrators in evaluation protocols (formal, informal and PGYP) and hold them accountable to the implementation.</p> <p>Site administrator/principals, academic coaches and teacher mentors will provide counseling and inform teachers of their options for professional development. Then if necessary, site administrator/principal will place teacher(s) on a plan of improvement.</p>

<p>The LEA has a systematic process for measuring quality instruction and student engagement including walkthrough procedures</p>	<p>Many TUSD administrators have been trained in Observing and Analyzing Teaching (OAT) and CEIs. TUSD Board Policy specifies types and frequency of observations for evaluation purposes, including walkthroughs.</p> <p>In 2009-10 a cadre of School Improvement Coaches were hired and trained on an observation protocol that centered on well-written objectives and student performance aligned with the lesson objectives. School Improvement Coaches worked with school and district administrators to implement school walkthroughs coupled with peer coaching, in-and-out coaching and back stage/front stage conversations as well as peer observations.</p> <p>Title I administrators and school improvement coaches have been trained in teacher observation protocols, peer observation, walkthroughs and trend data. Teacher observation data is used to inform instruction and improve student engagement.</p>	<p>Implementation of observation protocols vary depending on the leader at each site. The process for measuring quality instruction through walkthroughs is inconsistently implemented. Site Administrator/Principals are not systematically adhering to timelines, observations and documentation.</p>	<p>TUSD District Leadership (Directors and Assistant Superintendents) will provide support and training to site-based administrators in evaluations and walkthroughs as well as holding them accountable to the implementation.</p> <p>TUSD will use 1003(g) funds to hire outside consultants to implement research-based framework for teacher observation such as the “Teach for Success Observation Protocol.” TUSD schools in Tier II and III will participate in district-wide collection of observation data that will be used to more systematically inform administrators about the quality of the instruction and student engagement. Consultants will build the leadership capacities of administrators, academic coaches, and teachers to address academic rigor (planning for standards-based instruction) and rigorous teaching (delivering standards-based instruction); establish a systematic approach for administrators to ensure high-quality instruction; provide district wide common vocabulary on what counts as good teaching; train instructional leaders to use an observation protocol, which provides objective data on how well the components of effective teaching are being implemented schoolwide and in classrooms; provide professional development and comprehensive support to lead, coach, and teach for success.</p>
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<p>The LEA has a systematic process enabling teachers to collaborate during the work day to use data to improve instruction.</p>	<p>Early release Wednesday is used for professional development in alignment with school goals. Professional learning communities are encouraged throughout the district; teachers meet during common planning periods to inform instruction based on data. Student work is used during common planning time to reflect on teaching practices including use of critical thinking activities. TUSD currently utilizes the True North Logic professional development portal which allows aligned PD opportunities. According to the ADE Cycle 4 On-site Monitoring exit interview, commendations were made on TUSD's "high quality data driven decision making present at Schoolwide schools."</p>	<p>According to the ADE Cycle 4 On-site Monitoring exit interview, recommendations were made to "invest in quality, time-sensitive benchmarking assessment materials and products."</p> <p>There are opportunities for collaboration, but they are varied between sites. Wednesday PD's are often relegated to issues that lack academic focus and the data generated can seem disjointed to those who aren't trained in how to disseminate relevant information. There is no systematic district-wide process being implemented.</p>	<p>TUSD will implement a technology enhanced, professional development solution that creates more opportunities for teacher collaboration during the work day and beyond the work day by providing for synchronous and asynchronous communication focused on the use of data to improve instruction. This professional development framework will help teachers move from theory into practice by applying their PLC professional development focus to school site data.</p> <p>1003(g) funding will enable TUSD to hire a Tier II & Tier III LEA Transformation Coordinator and site-based data coach to identify trends in academic data, needs assessment data, target professional development and monitor the implementation. The coordinator will work closely with each school's site administrator/principal, academic coaches, and site-based data coordinator to ensure the timely implementation of formative and summative assessments. Data dialogues will occur frequently between the school-level and district-level coordinators to ensure a systematic process for collaboration between teachers on using data to improve instruction. See Data Dialogue Work Plan (attached).</p> <p>Additional resources may include, but are not limited to, utilization of: PD 360, PBS Teacherline, DiscoveryEd</p>
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			<p>PD 21.</p> <p>TUSD will use 1003(g) funds to hire outside consultants as necessary to provide in-depth, job-embedded, ongoing professional development to meet the sites' individualized needs based on careful needs assessments including observation protocols, SAI results and other analyzed data.</p>
Standard 3: Assessment System	What are the strengths? What is in place?	What are the weaknesses? What needs to be put in place?	What changes will be made to address the weaknesses and improve on the strengths?
<p>The LEA has a comprehensive data warehouse system that allows for the collection of student data down to individual student performance</p>	<p>The TUSDstats webpage is a comprehensive data repository to monitor academic progress (benchmark assessment data, grades, standardized test scores, attendance rates, demographic data, school profile, results of surveys etc.). The data can be disaggregated data by school, teacher, ethnicity, gender, grade, age, and other factors to address individual student and group performance. Parents can access their own children's data through a secure log in.</p> <p>During the 2006-9 school years, the district had partnered with ATI-Galileo to administer quarterly benchmarks aligned with state standards and routinely used this data to inform instruction at individual sites. During the 2009-10 school year, the district administered an AIMS blueprint "MEP" during the Fall & Spring. In addition, 23 schools had independently contracted</p>	<p>One weakness is the inability for district researchers and data managers to access data on students who are new to the district from the state data bank. Another weakness is that some users are overwhelmed with the amount of data available and are ineffective in using the data.</p> <p>Due to budget cuts, TUSD no longer provides a district-wide quarterly benchmark system. The MEP assessment is administered, however the communication and the training in order to use the data for instructional purposes is fragmented. Since it was the first year of MEP, training was not adequate and the results were not published quick enough to allow teachers and administrators to use the data for instructional purposes.</p> <p>After a roundtable discussion with Title I schoolwide principals, during the ADE</p>	<p>TUSD Accountability & Research will continue to advocate for access to historical student data for any new student to TUSD. We will also continue to add new and relevant data to our data repository on the TUSDstats page as a way to support schools and parents. We aim to increase the access of staff to training by adding more members to the training team.</p> <p>TUSD will use 1003(g) funds to purchase ATI/Galileo assessment system for all Tier II & III schools in order provide systematic, quality, time-sensitive benchmarking. This system is accessible at the teacher level and focuses on student level performance objectives aligned to state standards. The assessment system will allow teacher-created formative and summative assessments along with AIMS aligned progress monitoring.</p>

	<p>with ATI to continue the quarterly benchmark practice. As a large, comprehensive urban district, there are a myriad of data assessment tools available to teachers down to the student concept and performance objectives for at-risk students.</p> <p>TUSD’s Accountability & Research Department (A&R) publishes a variety of data on its website, TUSDstats http://tusdstats.tusd.k12.az.us/, which is accessible by TUSD staff and families. The classroom teacher, specifically, is able to access student level achievement data for current year and previous year classes compared to the grade level at the school, in the district, and in the state. The data also identifies special groups students belong to such as ELL and SPED and comparison data for those groups is readily available. Access to this data facilitates targeted instruction. Similarly, interventionists are able to access this data to create student intervention groups. Some standardized assessment data such as AIMS is available prior to the start of the school year, but other achievement data such as the district measure of educational progress (MEP) is made available as it is compiled throughout the school year.</p> <p>To help users analyze data, one tool A&R created is the Power Standard page which uses the Weighted Improvement Potential (WIP) of contents/strands to determine the areas with the greatest</p>	<p>Cycle 4 On-site Monitoring exit interview, recommendations were made to “invest in quality, time-sensitive benchmarking assessment materials and products.”</p> <p>TUSD central employees, school site administrators, and school site leadership teams (including parents) were asked to complete the 2010 district improvement survey. Over 250 individuals responded. From 41% up to 47% of respondents feel the district does not have a district-wide assessment (3.1), the district does not use disaggregated data to evaluate programs (3.3), and the district does not have a comprehensive internal evaluation (3.5). The written comments in the limitations sections for this standard overwhelmingly identified the lack of a district-wide quarterly benchmarks and a need for more training on the effective use of data for instruction.</p>	<p>The district will house the data on the TUSDstats page in order to provide access to the teacher, academic coaches, and site and district administrators.</p>
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	<p>improvement potential, which are therefore power standards. The WIP takes into consideration performance in the content/strand as well as the number of items. It is calculated at the individual student level and the grade level to facilitate targeted instruction towards the areas of highest need for students. The webpage allows the user to drill down to retrieve the written description of the content/strand as well as the performance objectives and eventually specific focus lessons to target instruction in that area.</p>		
<p>The measurement of student learning is used to better support systemic, programmatic and instructional decisions, and is part of the core work of the district and schools.</p>	<p>TUSDstats provides school level data to employees and the community. Individual student data is available to teachers for any student they have taught and to administrators for any student school wide. Data is organized so that school staff can group data according to proficiency, class, grade and/or other factors to examine trends and to make data driven decisions about students, teachers and curricula to support learning. Special tools have been designed to highlight and predict at-risk AYP subgroups and to demonstrate AZLEARNs growth expectations by student.</p> <p>From 2005-06 to 2008-09, TUSD administered quarterly benchmark assessments in reading and math through contracted services with Assessment Technology Incorporated (ATI) in grades 1 to 12. Additionally, writing was assessed by school staff on a quarterly basis using a 6-point 6-trait authentic</p>	<p>Results of the AIMS test arrive to districts after the completion of the school year. Because the results are not timely, teachers prepare for the following school year without the benefits of data.</p> <p>Changes in the accountability models occur late in the year and are not available for schools to use in their planning, leaving schools and teachers to guess what the revised achievements will be.</p> <p>Schools were given the choice of using their own budgets to purchasing assessment services from a qualified assessment vendor like ATI, or using the District assessment (MEP) at no cost. Therefore, only some schools chose to use their site budgets to continue to administer quarterly assessments. There is a district-level fragmentation in the ability to systematically analyze assessment data. Additionally, the schools that purchased ATI/Galileo each</p>	<p>1003(g) funds may be used to purchase researched-based, supplemental instructional software and assessment tools.</p> <p>TUSD will use 1003(g) funds to purchase ATI/Galileo assessment system for all Tier II & III schools in order provide systematic, quality, time-sensitive benchmarking. This system is accessible at the teacher level and focuses on student level performance objectives aligned to state standards. The assessment system will allow teacher-created formative and summative assessments along with AIMS aligned progress monitoring.</p> <p>1003(g) funding will enable TUSD to hire a Tier II & Tier III LEA Transformation Coordinator identify trends in academic data, needs assessment data, target professional development and monitor the implementation. The coordinator will</p>

	<p>scoring rubric system that is consistent with that of the AIMS. All assessments were aligned to the Arizona Academic Standards.</p> <p>Due to significant statewide budget cuts in 2009-10, TUSD canceled the District contract with ATI. Consequently, staff in the Department of Accountability and Research developed reading and math AIMS “blue print” assessments for grades 3 through 8, and high school, using the IDEAL test builder. These 35-item (fall and spring) assessments were constructed to provide strand and concept coverage proportionate to the AIMS subject tests and are known as the Measure of Educational Progress “MEP.” Schools were given the choice of using their own budgets to purchasing assessment services from a qualified assessment vendor like ATI, or using the District assessment (MEP) at no cost.</p> <p>TUSD central employees, school site administrators, and school site leadership teams (including parents) were asked to complete the 2010 district improvement survey. Over 250 individuals responded. Seventy percent of respondents indicated the district meets or exceeds in terms of systematically using disaggregated data for instruction (3.2) and 66% for reviewing student achievement trends (3.4). The written comments in the strengths section for this standard overwhelmingly identified Accountability and Research’s online</p>	<p>made decisions on what type and the frequency of testing further inhibiting the district-level interventions.</p> <p>The MEP was not systematically implemented and the data is too fragmented to make draw reliable conclusions. Additionally the communication and the training in order to use the data for instructional purposes were disjointed. Since it was the first year of MEP, training was not adequate and the results were not published quick enough to allow teachers and administrators to use the data for instructional purposes.</p> <p>TUSD central employees, school site administrators, and school site leadership teams (including parents) were asked to complete the 2010 district improvement survey. Over 250 individuals responded; about 55% of respondents feel the district does not monitor the use of selected materials (2.4B) or the effectiveness of instructional strategies (2.6), does not support schools in meeting diverse instructional needs (2.5), and does not implement a consistent grading system (2.8). Issues concerning a lack of a district PD department, PD opportunities outside of district, and monitoring/evaluation of PD impact were amongst the top limitations written in the comments for this standard. 20% respondents felt very strongly (falls far below) that the district does not have a systematic process for evaluating</p>	<p>work closely with each school’s site administrator/principal, academic coaches, and site-based data coordinator to ensure the timely implementation of formative and summative assessments. Data dialogues will occur frequently between the school-level and district-level coordinators to ensure a systematic process for collaboration between teachers on using data to improve instruction. See Data Dialogue Work Plan (attached).</p> <p>TUSD will use 1003(g) funds to hire outside consultants as necessary to provide in-depth, job-embedded, ongoing professional development to meet the sites’ individualized needs based on careful needs assessments including observation protocols, SAI results and other analyzed data.</p> <p>Consultants will build the leadership capacities of administrators, academic coaches, and teachers to address academic rigor (planning for standards-based instruction) and rigorous teaching (delivering standards-based instruction); establish a systematic approach for administrators to ensure high-quality instruction; provide district wide common vocabulary on what counts as good teaching; train instructional leaders to use an observation protocol, which provides objective data on how well the components of effective teaching are being implemented schoolwide and in classrooms; provide professional</p>
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	<p>site (TUSDstats) as a valuable resource for an abundance of data and the department as a source for special data requests and assistance.</p>	<p>curriculum (2.2) and that the district does not evaluate the effectiveness of its Professional Development (2.15). From 41% up to 47% of respondents feel the district does not have a district-wide assessment (3.1), the district does not use disaggregated data to evaluate programs (3.3), and the district does not have a comprehensive internal evaluation (3.5). The written comments in the limitations sections for this standard overwhelmingly identified the lack of a district-wide quarterly benchmarks and a need for more training on the effective use of data for instruction.</p>	<p>development and comprehensive support to lead, coach, and teach for success.</p>
<p>Clear LEA/school goals are set based on what students need to know, think, and do for personal, economic, and civic success for the 21st century.</p>	<p>LEA/school goals have been established by alignment to state and federal academic standards as well as 21st century learning goals including personal and social responsibility, digital age literacy in addition to learning and thinking skills.</p> <p>TUSD Leadership uses the benchmark assessments, AIMS scores, attendance, demographics, mobility rate and school quality surveys to inform discussions with Site Administrator/Principals.</p> <p>Middle School leadership conducts on-going data talks utilizing quarterly benchmark data to inform instruction at the performance objective and student level.</p> <p>The process to move schools from SW1 to SW3 has required an in-depth look at data and needs assessments to re-evaluate and rewrite all school plans and school improvement plans with a</p>	<p>Weaknesses include difficulty in measuring proficiency in areas other than reading, math and writing. The system for setting and evaluating goals is fragmented and disjointed. There isn't an agreement district-wide on what students need to know, think and do for success in the 21st century. Goals are ambiguous and monitoring is fragmented.</p>	<p>TUSDstats will use our at-risk school as a model in the development of a teacher accountability tool using multiple predictors and including teacher 'added value' calculations.</p> <p>TUSD will work to be more inclusive in the decision-making process. The district advisory councils will be presented with a number of opportunities to provide feedback on the district improvement plan. The Title I office will work closely with the technology integration team to increase the amount of online opportunities for sharing information and gathering input from a wide variety of stakeholders.</p>

	<p>scientifically based school reform model. The Title I office has established a process that includes peer review, feedback and technical assistance. The plans are reviewed for goals, strategies, action steps, alignment of resources, leveraging resources and federal compliance.</p>		
<p>The LEA has a system in place to train and support teachers in using data to drive instruction.</p>	<p>The LEA has multiple ways to train and support teachers in data driven decision making including on-going professional development at the school and district levels as well as data tutorials on the TUSDstats page providing a step-by-step guide on how to interpret and use data. During the 2006-9 school years, the district had partnered with ATI-Galileo to administer quarterly benchmarks aligned with state standards and routinely used this data to inform instruction at individual sites. During the 2009-10 school year, the district administered an AIMS blueprint “MEP” during the Fall & Spring. In addition, 23 schools had independently contracted with ATI to continue the quarterly benchmark practice.</p>	<p>Weaknesses include financial stress to our district resulting in personnel cuts in schools and in the central departments. We do not currently have adequate personnel to address all the data training needs of our schools at risk. Due to budget cuts, TUSD no longer provides a district-wide quarterly benchmark system. The MEP assessment is administered, however the communication and the training in order to use the data for instructional purposes is fragmented.</p>	<p>TUSD is committed to train school as many personnel as feasible in data decision making in our schools at risk. Any additional funds that become available may be used to increase the staff to provide training in data analysis and using data to drive instruction.</p> <p>TUSD will use 1003(g) funds to purchase ATI/Galileo assessment system for all Tier II & III schools in order provide systematic, quality, time-sensitive benchmarking. This system is accessible at the teacher level and focuses on student level performance objectives aligned to state standards. The assessment system will allow teacher-created formative and summative assessments along with AIMS aligned progress monitoring.</p> <p>1003(g) funding will enable TUSD to hire a Tier II & Tier III LEA Transformation Coordinator identify trends in academic data, needs assessment data, target professional development and monitor the implementation. The Transformation Coordinator will to collect progress monitoring data, disaggregate data, and</p>

			<p>work with the team of academic coaches to ensure fidelity to the school improvement plans. The coordinator will work closely with each school's site administrator/principal, academic coaches, and site-based data coordinator to ensure the timely implementation of formative and summative assessments. Data dialogues will occur frequently between the school-level and district-level coordinators to ensure a systematic process for collaboration between teachers on using data to improve instruction. Aligned PD will be provided by academic coaches, online resources and will be regularly measured for efficacy.</p> <p>TUSD will implement a technology enhanced, professional development solution that creates more opportunities for teacher collaboration during the work day and beyond the work day by providing for synchronous and asynchronous communication focused on the use of data to improve instruction. This professional development framework will help teachers move from theory into practice by applying their PLC professional development focus to school site data.</p>
Standard 4: Culture, Climate, and Communication	What are the strengths? What is in place?	What are the weaknesses? What needs to be put in place?	What changes will be made to address the weaknesses and improve on the strengths?

<p>District staff, school board members, and association members work together to make the dramatic changes the restructured school(s) need for improving student learning</p>	<p>TUSD has several district-level advisory councils. Additionally, each school has its own school advisory council. Parents and other community representatives have budget making advisory capacity for each school in TUSD. School councils meet monthly and make decisions such as hire a librarian versus a reading interventionist.</p> <p>2141 is a representative committee of district program coordinators, site-based administrators, academic coaches, teacher mentors, certified teachers and paraprofessionals. The committee meets quarterly or monthly to evaluate and re-write the Title II-A plan and budget in alignment with the district improvement plan.</p> <p>TUSD central employees, school site administrators, and school site leadership teams (including parents) were asked to complete the 2010 district improvement survey. Generally, respondents are pleased with the district's efforts towards following guidelines, striving for high achievement, offering professional development, using technology to communicate, affording access to a wealth of data, seeking additional resources, and soliciting feedback from stakeholders. Seventy percent of respondents indicated the district meets or exceeds in terms of gathering data regarding the perceptions of its stakeholders (4.6). The TUSD website, surveys, and community</p>	<p>TUSD central employees, school site administrators, and school site leadership teams (including parents) were asked to complete the 2010 district improvement survey. Respondents were the least impressed with TUSD efforts on Standard 2, Curriculum, Instruction, & Professional Development, and Standard 5, Resource Management, with only 55% Meets or Exceeds responses. Only 41% thought that TUSD has met or exceeded the standard with the resources allocated to support instruction (5.1) it is also reported that the district needs to improve communication to reach more constituents and increase involvement in decision making process as well as improve accountability across the board (evaluation of PD, teaching, programs and policies, materials, administrators, and students).</p> <p>More than half of the respondents feel the district is approaching or falling below in regards to stakeholder knowledge of the district plan (1.2B), retention and distribution of high quality staff (1.7), and governing board collaboration and understanding of responsibilities(1.8). Issues concerning highly qualified staff (placement and retention) and communication (often related to district size) appeared most frequently in the written comments on limitations/areas needing improvement for this standard.</p> <p>About 55% of respondents feel the district does not monitor the use of</p>	<p>TUSD will work to be more inclusive in the decision-making process. The district advisory councils will be presented with a number of opportunities to provide feedback on the district improvement plan. The Title I office will work closely with the technology integration team to increase the amount of online opportunities for sharing information and gathering input from a wide variety of stakeholders.</p>
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	<p>representatives/family liaisons are all frequently mentioned in the written comments on the strengths for this standard. Also, though not amongst the higher indicators when looking at both meets and exceeds percentages, 13% of respondents felt very strongly (exceeds) that the district has a well documented budget process.</p>	<p>selected materials (2.4B) or the effectiveness of instructional strategies (2.6), does not support schools in meeting diverse instructional needs (2.5), and does not implement a consistent grading system (2.8). Issues concerning a lack of a district PD department, PD opportunities outside of district, and monitoring/evaluation of PD impact were amongst the top limitations written in the comments for this standard.</p>	
<p>The LEA sets school improvement as a priority and adheres to the implementation and monitoring of the school's goals, including consistently monitoring improvement timelines for student achievement</p>	<p>TUSD has an established culture of high expectations for student achievement that is promoted by our mission and vision. The new administration and Governing Board has adopted a philosophy of Personalization, Empowerment, Accountability, and Collaboration as its everyday practice. School Councils are more empowered for budget decision making and staffing. "First Choice Schools" are actively encouraged through the Post Unitary Status Plan freeing the schools to be more innovative and competitive. The TUSD governing board has the authority to declare an existing school a "New School," whereby the teachers are able to reapply for their positions per Consensus Agreement 1-23. School Board "Memorandums of Understanding" can be written to facilitate exemptions from district policies that restrict innovation.</p> <p>The Research and Accountability Office tracks a variety of data and provides the data online through TUSD Stats page.</p>	<p>TUSD central employees, school site administrators, and school site leadership teams (including parents) were asked to complete the 2010 district improvement survey. More than half of the respondents feel the district is approaching or falling below in regards to stakeholder knowledge of the district plan (1.2B), retention and distribution of high quality staff (1.7), and governing board collaboration and understanding of responsibilities(1.8). Issues concerning highly qualified staff (placement and retention) and communication (often related to district size) appeared most frequently in the written comments on limitations/areas needing improvement for this standard. Respondents were the least impressed with TUSD efforts on Standard 2, Curriculum, Instruction, & Professional Development, and Standard 5, Resource Management, with only 55% Meets or Exceeds responses. Only 41% thought that TUSD has met or exceeded the standard with the resources allocated to support instruction (5.1) it is also reported that the district needs to</p>	<p>See timelines, goals and progress monitoring below in section E.</p>

	<p>TUSD Leadership uses the benchmark assessments, AIMS scores, attendance, demographics, mobility rate and school quality surveys to inform discussions with Site Administrator/Principals. Middle School leadership conducts on-going data talks utilizing quarterly benchmark data to inform instruction at the performance objective and student level. The process to move schools from SW1 to SW3 has required an in-depth look at data and needs assessments to re-evaluate and rewrite the school plans with a scientifically based school reform model. The Title I office has established a process that includes peer review, feedback and technical assistance.</p> <p>Policies and practices are established to continue a culture of continuous improvement, data literacy and collaboration. In 2009-10, TUSD implemented a School Wide III Pooled funds allocation process. In order for this allocation method to be in compliance with Federal and State laws, each school was required to develop a school wide instructional plan that provides for each item in their requested budget. There is a peer review process of each plan submitted for approval. The budget staff uses the school plan to approve requisitions submitted by school. If there is a conflict the budget specialist meets with the Title I specialist to review the conflict and problem solve the issue together or with the school.</p>	<p>improve communication to reach more constituents and increase involvement in decision making process as well as improve accountability across the board (evaluation of PD, teaching, programs and policies, materials, administrators, and students).</p> <p>About 55% of respondents feel the district does not monitor the use of selected materials (2.4B) or the effectiveness of instructional strategies (2.6), does not support schools in meeting diverse instructional needs (2.5), and does not implement a consistent grading system (2.8). Issues concerning a lack of a district PD department, PD opportunities outside of district, and monitoring/evaluation of PD impact were amongst the top limitations written in the comments for this standard.</p> <p>Overall, the TUSD system of school improvement is fragmented.</p>	
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	<p>Each site principal has been required to create a School Plans with stakeholders indicating their goals for the year and how they will be measured. Some sites are required to create School Improvement Plans. There is a LEA Leadership team under Asst. Superintendent for Govt. Programs & Community Outreach. TUSD has created an academic budget management department that works directly with entitlement programs. TUSD uses the LEA Consolidated Plan and the Post Unitary Plan to guide all school improvement efforts</p> <p>2141 is a representative committee of district program coordinators, site-based administrators, academic coaches, teacher mentors, certified teachers and paraprofessionals. The committee meets quarterly or monthly to evaluate and re-write the Title II-A plan and budget in alignment with the district improvement plan.</p> <p>TUSD's consolidated plan has strategies and action steps that support school improvement through professional development and schoolwide planning support. TUSD uses the annual school quality survey to monitor perceptions, climate and culture. TUSD has used the district standards and rubrics to evaluate needs and set priorities.</p>		
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<p>The LEA has a valued culture of high expectations for student achievement including established vision, mission, and goals</p>	<p>TUSD has an established culture of high expectations for student achievement that is promoted by our mission and vision. Policies and practices are established to continue a culture of continuous improvement, data literacy and collaboration. TUSD uses the school quality survey annually to monitor the culture, climate and communication.</p> <p>The new administration and Governing Board has adopted a philosophy of Personalization, Empowerment, Accountability, and Collaboration as its everyday practice. School Councils are more empowered for budget decision making and staffing. “First Choice Schools” are actively encouraged through the Post Unitary Status Plan freeing the schools to be more innovative and competitive. The TUSD governing board has the authority to declare an existing school a “New School,” whereby the teachers are able to reapply for their positions per Consensus Agreement 1-23. School Board “Memorandums of Understanding” can be written to facilitate exemptions from district policies that restrict innovation.</p>	<p>Overall, the TUSD system of communicating expectations, goals, vision and mission is fragmented.</p> <p>TUSD central employees, school site administrators, and school site leadership teams (including parents) were asked to complete the 2010 district improvement survey. More than half of the respondents feel the district is approaching or falling below in regards to stakeholder knowledge of the district plan (1.2B). Respondents were the least impressed with TUSD efforts on Standard 2, Curriculum, Instruction, & Professional Development, and Standard 5, Resource Management, with only 55% Meets or Exceeds responses. It is also reported that the district needs to improve communication to reach more constituents and increase involvement in decision making process as well as improve accountability. 55% of staff surveyed felt the district does NOT take responsibility for all students learning to high standards. 55% of staff surveyed felt the district does NOT use a system for communication among students, staff, parents, community, and employee groups.</p>	
<p>All staff members are held accountable for increased student achievement.</p>	<p>The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure each pre-K through 12th grade student receives an engaging, rigorous and comprehensive education. TUSD is a professional learning community that ensures every student learns, exceeds all</p>	<p>TUSD District Leadership (Directors and Assistant Superintendents) lacks sufficient control over hiring, placement, and retention of Site Administrators/Principals. Assistant Superintendents and Directors only make recommendations to the Superintendent to renew/nonrenew; then the Governing</p>	<p>1003(g) funding will enable TUSD to hire a Tier II & Tier III LEA Transformation Coordinator identify trends in academic data, needs assessment data, target professional development and monitor the implementation. The Transformation Coordinator will to collect progress</p>

	<p>expected performance standards, graduates, and is able to compete and succeed in a global economy. The Governing Board has adopted a Philosophy of PEAC- Personalization, Empowerment, Accountability, and Collaboration as its everyday practice.</p> <p>The teacher evaluation system is research based on best practices driven by Charlotte Danielson’s work and the Arizona’s Professional Teacher standards.</p> <p>Certified teachers alternate between formal evaluations and professional growth year plans (PGYP). PGYPs can be aligned with school improvement plan goals or other professional development initiatives at a particular school site.</p> <p>TUSD has a comprehensive administrator/principal evaluation system based on the ISLLC standards, which includes multiple observations, student achievement results and staff and community quality surveys.</p> <p>Multiple sources of data are taken into consideration including: School Quality Survey results (parent, student, and teacher satisfaction), attendance, mobility, increased enrollment, and academic growth data.</p> <p>Ineffective teachers and administrators are given specific recommendations by their supervisors as stated in their “Plan</p>	<p>Board makes the final decision. Currently, there is no incentive for administrators who demonstrate the ability to get results, influence others, and make changes to apply at a high-need school site. Administrators willing to make needed changes must still operate within district-wide staffing policies.</p> <p>TUSD Site Administrators/Principals lacks sufficient control over hiring, placement, and retention of certified staff. Site Administrators only make recommendations to the Superintendent to renew/nonrenew; then the Governing Board makes the final decision. TUSD lacks a district-wide procedure for identifying and rewarding highly effective teachers. There is no policy to retain effective teachers in high-need or school improvement schools. There is no systematic site-based mentorship program for teachers who are new to a site.</p> <p>The teacher evaluation system is inconsistently implemented. Site Administrator/Principals are not systematically adhering to timelines, observations and documentation.</p> <p>55% of staff surveyed felt the district does NOT take responsibility for all students learning to high standards.</p>	<p>monitoring data, disaggregate data, and work with the team of academic coaches to ensure fidelity to the school improvement plans. The coordinator will work closely with each school’s site administrator/principal, academic coaches, and site-based data coordinator to ensure the timely implementation of formative and summative assessments. Data dialogues will occur frequently between the school-level and district-level coordinators to ensure a systematic process for collaboration between teachers on using data to improve instruction. Aligned PD will be provided by academic coaches, online resources and will be regularly measured for efficacy.</p> <p>See timeline and Data Dialogue Work Plan.</p>
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	<p>of Improvement.” If improvements are not observed and documented by the supervisors within 60 days, then they are recommended for “non-renewal.”</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 TUSD Accountability and Research department conducts an annual survey of School Quality. Parents, students and school staff are surveyed regarding key components of the schools like instruction, environment and leadership. Survey results are publically available on the A&R website. Additionally, A&R conducts a number of ad hoc surveys each year, upon request from District departments. Most recently, A&R began surveying parents who had withdrawn their child from the District.</p> <p>TUSD central employees, school site administrators, and school site leadership teams (including parents) were asked to complete the 2010 district improvement survey. Generally, respondents are pleased with the district’s efforts towards following guidelines, striving for high achievement, offering professional development, using technology to communicate, affording access to a wealth of data, seeking additional resources, and soliciting feedback from stakeholders.</p> <p>Seventy percent of respondents indicated the district meets or exceeds in terms of gathering data regarding the perceptions of its stakeholders (4.6). The TUSD website, surveys, and community representatives/family liaisons are all</p>	<p>TUSD central employees, school site administrators, and school site leadership teams (including parents) were asked to complete the 2010 district improvement survey.</p> <p>More than half of the respondents feel the district is approaching or falling below in regards to stakeholder knowledge of the district plan (1.2B), retention and distribution of high quality staff (1.7), and governing board collaboration and understanding of responsibilities(1.8). Issues concerning highly qualified staff (placement and retention) and communication (often related to district size) appeared most frequently in the written comments on limitations/areas needing improvement for this standard.</p> <p>Respondents were the least impressed with TUSD efforts on Standard 2, Curriculum, Instruction, & Professional Development, and Standard 5, Resource Management, with only 55% Meets or Exceeds responses. It is reported that the district needs to improve communication to reach more constituents and increase involvement in decision making process as well as improve accountability across the board (evaluation of PD, teaching, programs and policies, materials, administrators, and students). 55% of</p>	<p>TUSD will use 1003(g) funds to hire community representatives and prevention specialists at each Tier II site. The community representatives will collaborate with Arizona Parent Information and Resource Center (PIRC) to provide in-depth, job-embedded, ongoing professional development on parental engagement. The community representatives will receive training on the Joyce Epstein model and utilized PIRC to conduct Family Friendly Walk Through assessments at each Tier II and III school.</p>

	<p>frequently mentioned in the written comments on the strengths for this standard.</p> <p>TUSD Title I schools have community representatives to ensure the successful implementation of the Joyce Epstein model. The district coordinator ensures appropriate training and resources for all site-based facilitators. Some parent engagement opportunities include: District and school membership to the National Network of Partnership Schools, Quarterly Family Conferences with a focus on College Preparedness, Monthly parent support through the following venues: School Community Partnership Council (SCPC) District Advisory Council (DAC), Native American Education Advisory Council (NAEAC), Exceptional Parent Project (EPP), Math and Parent Partnership at a variety of schools.</p>	<p>staff surveyed felt the district does NOT take responsibility for all students learning to high standards. 55% of staff surveyed felt the district does NOT use a system for communication among students, staff, parents, community, and employee groups.</p>	
Standard 5: Resource Management			
<p>The LEA has prioritized the reallocation of resources to schools in improvement including personnel, funding, programming, etc.</p>	<p>TUSD has a strong system of site based management that places fiscal control at the school level rather than at the district level. Rather than being assigned FTEs based on formula, schools are allocated the dollars that those FTEs represent. The school site is responsible for identifying the best configuration for their school based on student need rather than adult agendas. The school principal works with stakeholder groups</p>	<p>In the LEA standards and Rubrics, 57% or more of respondents feel the district does not allocate sufficient resources (5.1) or provide sufficient funds for highly qualified staff (5.5). Both these indicators showed up frequently in the written section on limitations for this standard. Many comments also indicated issues with teacher and principal evaluations.</p>	<p>All sites will receive additional professional development in school needs assessment and project planning. Tier II and Tier III schools will receive specific, timely, and sustained support and training from school improvement coordinators and project specialists.</p>

	<p>represented through the site council in this budgeting process. This system has been in place and refined over the last two budgeting cycles. Title I Schoolwide schools have received significant training and support using outside facilitators in the development of schoolwide plans that address student needs. The TUSD Title I department also creates a list of priority schools in the needs assessment process that is completed to target professional development funds. In the past, TUSD has used this data to identify feeder pattern issues that contribute to student achievement problems at schools in improvement.</p> <p>TUSD has instituted a site based budgeting process that is implemented with the philosophy that those individuals closest to the need, best understand the needs and the priorities for the local school and community. TUSD has comprehensive budget books that include allocations for base funding and allocations of other “supplemental” funding sources based on the needs of the students identified at that school whether Title I, IDEA or Desegregation eligible.</p>	<p>Some site councils need additional professional development in the budgeting process to ensure that the budgeting process continues to be student centered. Title I Targeted Assistance schools and Non-title I schools need additional training in conducting a quality school needs assessment and program design to inform the reallocation of funds that they are empowered to conduct with their M&O funds.</p>	
<p>LEA leverages funds in order to design a viable sustainability plan for future years.</p>	<p>In 2009 TUSD hired an Assistant Superintendent of State and Federal Programs to oversee the implementation of supplemental programs. The creation of this position has facilitated greater coordination between programs at the school and district levels. The following</p>	<p>Budget cuts over the last two years have caused the elimination of several central departments including the professional development department. This has caused some loss of capacity for sustaining professional development initiatives.</p>	<p>TUSD will use 1003(g) funds to provide professional development coordination for Tier II and Tier III schools. TUSD will improve the process to assess effectiveness in programs through several avenues. The TUSD Post Unitary Plan requires the selection of an external</p>

	<p>programs are now supervised by this department:</p> <ul style="list-style-type: none"> • Title I • Desegregation Post Unitary Plan • Digital Media Team Exceptional Education • Language Acquisition • GATE (Gifted and Talented) • Counseling and Guidance, Health Services • McKinney Vento Homeless Program, Refugees School Community Services & Open Enrollment • Family Engagement Learning Centers • School Community Partnership Council • Prevention Education • African American Studies • Native American Studies • Library Services • Safe & Drug Free Schools • Neglected & Delinquent Student Services <p>The staff for each of these programs is actively involved with all of the priority schools identified. Working together, the programs can identify and target specific school needs and leverage funds to eliminate duplication of services.</p> <p>In 2009-10, TUSD implemented a School Wide III Pooled funds allocation process aligned with scientifically researched based reform models. In</p>	<p>A significant percentage (50%) of individuals responding to question 5.3B in the LEA Standards and Rubrics believed that the district did not meet the standard for having an effective process to assess the effectiveness and efficiency of its financial and capital assets to ensure support for achievement of all students. This</p>	<p>provider to evaluate the effectiveness of programs. The compliance officer will submit reports to the Governing Board that include data analysis, summaries and trends, identification of areas of progress and concern, evaluation of implemented strategies, and recommendations for future efforts. Reports will be by Group and by school, disaggregated by socioeconomic status, gender, race/ethnicity, English Language Learner status, and school-level achievement. Tier II and III schools will receive additional training in the assessment of their school plans to determine whether the program was effective in increasing the achievement of students in meeting the State's academic standards, particularly those students who had been furthest from achieving the standards. As per Title I guidance, schools will use the evaluation to</p> <ul style="list-style-type: none"> • Inform internal program management and help school leaders make informed decisions to improve the quality of their program; • Answer stakeholder questions and help them better understand how effectively the school is meeting its stated goals; • Increase understanding of specific strategies and help the school determine the usefulness of the activities it has undertaken to increase student achievement; and • Promote interest in and support of a program or activity by illustrating
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	<p>order for this allocation method to be in compliance with Federal and State laws, each school was required to develop a school wide instructional plan that provides for each item in their requested budget. There is a peer review process of each plan submitted for approval. The budget staff uses the school plan to approve requisitions submitted by school. The budget and program staff provide on-going technical assistance to ensure federal compliance and to give schools identify areas to leverage funds.</p>		<p>certain strategies, their outcomes in terms of improving student achievement, and increasing support for their use.</p>
<p>The LEA Consolidated Plan includes strategies/action steps aligned to school improvement needs (Sustainability)</p>	<p>TUSD's consolidated plan has strategies and action steps that support school improvement through professional development and schoolwide planning support.</p> <p>Each site principal has been required to create a School Plans with stakeholders indicating their goals for the year and how they will be measured. Some sites are required to create School Improvement Plans. There is a LEA Leadership team under Asst. Superintendent for Govt. Programs & Community Outreach. TUSD has created an academic budget management department that works directly with entitlement programs. TUSD uses the LEA Consolidated Plan and the Post Unitary Plan to guide all school improvement efforts.</p>	<p>Each comprehensive high school will use the LEA's strategic planning format to develop a site plan which marries site specific needs to the LEA's overarching plan.</p>	<p>School leadership teams will conduct a comprehensive outreach to engage key stakeholders. These key team members will define/refine the schools' mission, vision, values, goals, and focus/niche (First Choice Schools).</p>

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

	Actions LEA has taken:	Actions LEA will take: Include a general timeline
<p>Design and implement interventions aligned with the requirements of the selected model;</p>	<p>Replacement of administration in alignment with Transformational Model. 04/27/2010 Governing Board Meeting to declare New School Status: Maxwell Middle School (approved). 04/27/2010 Governing Board Meeting to declare New School Status: Project MORE (tabled). 05/11/2010 Governing Board Meeting: Recommendation for Howenstine Magnet High School to Adopt a Transformational Model with Required Components of the School Improvement Grant 1003g (approved). Governing Board Meeting: Recommendation for Project MORE to Adopt a Transformational Model with Required Components of the School Improvement Grant 1003g (approved).</p> <p>TUSD District Leadership and the school improvement coordination team (including members of the Tucson Educational Association bargaining unit) have been working with a variety of stakeholder groups to design and implement the requirements of the transformational model. This includes frequent meetings with the staff and schools councils of both Howenstine and Project MORE in order to gather feedback on the academic achievement stipends and staff evaluation component.</p> <p>See timeline below.</p>	<p>TUSD will use 1003(g) funds to purchase ATI/Galileo assessment system for all Tier II & III schools in order provide systematic, quality, time-sensitive benchmarking. This system is accessible at the teacher level and focuses on student level performance objectives aligned to state standards. The assessment system will allow teacher-created formative and summative assessments along with AIMS aligned progress monitoring.</p> <p>1003(g) funding will enable TUSD to hire a Tier II & Tier III LEA Transformation Coordinator to identify trends in academic data, needs assessment data, target professional development and monitor the implementation. The coordinator will work closely with each school’s site administrator/principal, academic coaches, and site-based data coordinator to ensure the timely implementation of formative and summative assessments. Data dialogues will occur frequently between the school-level and district-level coordinators to ensure a systematic process for collaboration between teachers on using data to improve instruction. See Data Dialogue Work Plan (attached).</p> <p>TUSD will use 1003(g) funds to hire outside consultants to implement research-based framework for teacher observation such as the “Teach for Success Observation Protocol.” TUSD schools in Tier II and III will participate in district-wide collection of observation data that will be used to more systematically inform administrators about the quality of the instruction and student engagement Aligned PD will be provided by academic coaches, online resources and will be regularly measured for efficacy.</p> <p>TUSD District Leadership (Directors and Assistant</p>

		<p>Superintendents) will prioritize the improvement of Tier II & III schools and will be deeply involved in the process.</p> <p>See timeline below.</p>
<p>Describe the process the LEA will use to screen and select quality external providers;</p>	<p>TUSD has completed several Requests for Proposals recently to provide services to schools in school improvement. These RFPs have included: RFP# 07-37-11: Consultant Services for Systemic Approach to Building Instructional Expertise and Instructional Leadership. RFP# 06-74-10: Consultants for Curriculum Instruction and Professional Learning RFP 10-50-14 Math consultants for TUSD RFP No.10-42-14 Professional Development and Training Services for the Tucson Unified School District RFP 10-65-14 Professional Development, Training and Coaching Services for the Tucson Unified School District</p>	<p>SUMMER 2010: The TUSD school improvement team will develop a scope of work for consultant services for Project MORE and Howenstine. A rubric will be used to identify the vendors that best match the needs of the schools for leadership support, and instructional professional development.</p> <p>TUSD adheres to a rigorous procurement process. More can be found at http://www.tusd1.org/bidrfp/rfp.asp</p>
<p>Alignment of other resources;</p>	<p>TUSD uses Title I, and Title II-A and II-D professional development funds to support Tier II and III schools.</p> <p>After 30 years of working under a federal desegregation plan TUSD recently achieved Unitary status, freeing our parents to have more school placement choices for their children and allowing our schools to develop their own innovative and competitive identities. The Post Unitary Status Plan (PUSP) created a “First Choice School” model that encourages schools to re-create themselves to better compete for students through open-enrollment. The PUSP focuses on student achievement, targeted interventions and equity. PUSP funds will allow alignment of programs to occur while leveraging our resources.</p>	<p>TUSD will continue to use Title I, and Title II-A and II-D professional development funds to support Tier II and III schools.</p> <p>PUSP funds will allow alignment of programs to occur while leveraging our resources. TUSD will continue to use PUSP funds to focus on student achievement, targeted interventions and equity.</p> <p>The Assistant Superintendent of State and Federal Programs will continue to align all federal resources.</p> <ul style="list-style-type: none"> • Title I • Desegregation Post Unitary Plan • Digital Media Team Exceptional Education • Language Acquisition • GATE (Gifted and Talented) • Counseling and Guidance, Health Services

		<ul style="list-style-type: none"> • McKinney Vento Homeless Program, Refugees School Community Services & Open Enrollment • Family Engagement Learning Centers • School Community Partnership Council • Prevention Education • African American Studies • Native American Studies • Library Services • Safe & Drug Free Schools • Neglected & Delinquent Student Services
<p>Policies and Practices LEA will modify to enable its schools to implement the selected intervention(s) fully and effectively</p>	<p>The new administration and Governing Board has adopted a philosophy of Personalization, Empowerment, Accountability, and Collaboration as its everyday practice. School Councils are more empowered for budget decision making and staffing. “First Choice Schools” are actively encouraged through the Post Unitary Status Plan freeing the schools to be more innovative and competitive. The TUSD governing board has the authority to declare an existing school a “New School,” whereby the teachers are able to reapply for their positions per Consensus Agreement 1-23. School Board “Memorandums of Understanding” can be written to facilitate exemptions from district policies that restrict innovation.</p> <p>04/27/2010 Governing Board Meeting to declare New School Status: Maxwell Middle School (approved). 04/27/2010 Governing Board Meeting to declare New School Status: Project MORE (tabled).</p> <p>The LEA has a Governing Board Resolution to declare the Tier II schools New Schools without teacher replacement and modifies the teacher evaluation process to allow for the use of data and multiple observations to determine teacher effectiveness. The resolution also allows for the payment of performance stipends. 05/11/2010</p>	<p>The school improvement coordination team has made recommendations to enter into Memorandums of Understanding (MOU) with the Governing Board in order to provide flexibility to Site Administrator/Principals in staffing (for example, retaining effective teachers in Tier II & III schools, teacher incentive stipends). When the data determines the need for new administration and staff, TUSD can utilize the “New School” process to give schools more freedom in hiring.</p> <p>See timeline below.</p>

	<p>Governing Board Meeting: Recommendation for Howenstine Magnet High School to Adopt a Transformational Model with Required Components of the School Improvement Grant 1003g (approved).</p> <p>Governing Board Meeting: Recommendation for Project MORE to Adopt a Transformational Model with Required Components of the School Improvement Grant 1003g (approved).</p> <p>There is an ongoing TUSD partnership with the Tucson Education Association to negotiate employee agreements. TUSD District Leadership and the school improvement coordination team (including members of the Tucson Educational Association bargaining unit) have been working with a variety of stakeholder groups to design and implement the requirements of the transformational model. This includes frequent meetings with the staff and schools councils of both Howenstine and Project MORE in order to gather feedback on the academic achievement stipends and staff evaluation component.</p> <p>See timeline below.</p>	
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C. ROOT CAUSES

How did we get to this place?

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

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

Project MORE- Project MORE is an alternative school that serves at-risk students. A large number of these students have already dropped out of a more traditional high school or they are returning to school after an absence. Project MORE, an open enrollment alternative school with a 3-year average enrollment of 192 students, offers nontraditional education for district students whose needs cannot be met in a regular, special education or vocational school. Project MORE has a current enrollment of 220 student with 69.82% of them qualifying for free and reduced price lunch. Of the students who have selected Project MORE as their high school, 59% are Hispanic, 18% are Anglo, and 14% African American. The Multi-Year Mobility Data report indicates Project MORE's mobility to be 125.2%. The TUSD average mobility rate for the same time period is 41%. During SY 2008-09, the 1st day of enrollment was 173 students. Afterward 203 students enrolled, 39 students re-entered and 226 students withdrew. The root causes for many of these problems are as varied as the students enrolled. Many of them are "bored" in traditional high school settings or feel "lost" because of the enormous size of traditional high schools. Some of them come from homes in the brink of crisis; many come from prison and some are homeless, in group homes or staying with friends temporarily. Because of the high number of students living in poverty, it sometimes makes sense to the students just to drop out and get a job. The students are stuck in the generational cycle of poverty where instantaneous gratification, friends and humor are more important than long-term educational planning. Many students are parents themselves and must work to support their families. These students need flexible and accelerated schedules to graduate early and credit recovery to makeup credits. They also need technology highly integrated to boost the interest level and they need high-quality instruction that meets the needs of their differentiated learning styles based on readiness and learner profiles.

Walkthrough data on May 13, 2010 observed 13 classes in session with 70 students in attendance. In most classes there were less than 8 students. Two classes had one student each. The teachers' use of instructional strategies such as: practice opportunities, specific reinforcement, checking for understanding and providing a clear explanation of learning were not observed in any of the classes. Teacher modeling of expectations for a skill/product, reviewing objectives and corrective feedback were observed in only two of the 13 classes. The school needs a strong leader to set high expectations for students and teachers. Additionally, academic coaches and technology integration specialists are needed to model effective instructional strategies.

ADE Tier II data shows graduation rate has declined by 8% in the last 3 years; in 2006 the 4 year graduation rate was 30%, in 2007 it was 26% and 2008 it was 22%. The three year average of 26% is still well below the 71% criteria. While the 5-year graduation rate was much higher for 2008, the same cannot yet be verified for 2009 until after graduation this spring. Other data points show similar troubling results but commendable positive trends. Attendance rose from 80% to 85%. College enrollment increased from 0% to 37%. Discipline incidents decreased from 90 to 78. Truants decreased and the dropout rate was flat. While Project MORE had enough students to be evaluated in "percent tested" for *all students*, *Hispanics*, and *Low SES* in 2008, by 2009 only *all students* was evaluated. All percent tested numbers for these respective groups ranged from 82% to 89% for current year and 87% to 90% for the 3-year average, well below the 95% criteria. Observation data recorded a large number of absences within the first two periods of the class day and students entering classes and leaving campus through the observation period. Students were also observed leaving classes to answer cell phones and coming to class late and unprepared with no consequence. The exceedingly low expectations of students and teachers have had a

detrimental effect on graduation rate, attendance and truancy. There appears to be a general apathy at the school. The 1003(g) grant will fund a full-time community representative and a full-time career and readiness counselor as well as a prevention specialist. These staff members will work in conjunction with the transformational principal, district coordinator and district leadership to cultivate a culture of high expectations.

Howenstine- Howenstine has an average enrollment of 255 students over the past three years. Currently, there are 235 students enrolled with 63% of them qualifying for free and reduced lunch. Howenstine is an open enrollment magnet school, with no feeder schools. Of the students who have selected Howenstine as their high school, 51% are special education students. Although the mathematics proficiency rate for all grades combined has stayed the same over the last two years, it remains well below (at 33.3%) the AMO of 40%. A disaggregation of AIMS math data done through TUSD Research and Accountability department shows 15% of special education reach proficiency versus 53% proficiency of non-special education students on 2009 AIMS and AIMS-A. A disaggregation of AIMS reading data done through TUSD Research and Accountability department shows 18% of special education reach proficiency versus 51% proficiency of non-special education students on 2009 AIMS and AIMS-A. The root cause of the low proficiency rate is a combination of two factors: 1. Low achievement rate of special education students including AIMS-A results in a low average proficiency school wide especially considering the high concentration of special education students 2. Limited interventions for students with little to no benchmarking, progress monitoring or data discussions.

The graduation rate in 2009 for Howenstine was 53%, which is significantly less than previous years' graduation rates. Specifically, in 2008, 72% of students graduated and in 2007 the rate was 81%. The three year average of 69% just missed the 71% criteria. In the AYP appeal, it was noted specifically that the self-contained special education population at Howenstine struggled to meet the 4-year graduation requirement but that many had succeeded in graduating on a 5-year timeline. The school has higher 5-year graduation rates, but a similarly declining trend over the last two years. These shifts in performance might be tied to a significant increase in discipline incidents and a recent change in school leadership. Additionally, there is a large group of self-contained students (approximately 16% of the population) who can stay in school until age 22. These students greatly impact the graduation rate. The 1003(g) grant will fund a full-time community representative and a full-time career and readiness counselor as well as a prevention specialist. These staff members will work in conjunction with the transformational principal, district coordinator and district leadership to increase graduation rate.

The following groups were unable to meet the 95% tested criteria for reading only: all students, Hispanic, and Low SES. The percent tested results were 93%, 90%, and 89% for these groups respectively. As is typical, these groups have considerable overlap in students. In the AYP appeal filed for Howenstine, absences on the testing date and make-up dates as well as refusals to test which were attributed to special education student behavior issues and parent preference were both noted. For non-special education students, more can be done to ensure students are in attendance during AIMS testing.

Walkthrough data revealed 10 classes in session with 124 students in attendance. The small class sizes would suggest structured opportunities for learning focused conversations among students, inquiry-based projects and individualized teacher/student interactions.

However, the teachers' use of instructional practices such as teacher modeling, checking for understanding and eliciting student engagement was observed in fewer than half of the 10 classes. 2009 School Quality survey results show 50.7% of students disagree or strongly disagree that, "I often use a computer at school to do my school work." Less than 50% of students use a computer with internet access at home to do their homework. The school needs a strong leader to set high expectations for students and teachers. The 1003(g) grant will fund a full-time academic coaches, technology integration specialists, community representative and a full-time career and readiness counselor as well as a prevention specialist. These staff members will work in conjunction with the transformational principal, district coordinator and district leadership to cultivate a culture of high expectations.

C.2 Identify the strengths, needs and barriers of the LEA and schools.

Project MORE

<i>Student Strengths</i>	<i>System Strengths</i>	<i>Student Needs</i>	<i>System Needs</i>	<i>School Barriers</i>	<i>District Barriers</i>
<p>Students show qualities of resiliency and persistence.</p> <p>Majority of students surveyed over summer school indicate that they want to complete high school and college to have a better life for their family.</p> <p>2007 SQS data show 90% of students believe teachers allow them opportunities to answer questions in class and help them</p>	<p>13 alternative schools with different structures to meet individual needs.</p> <p>Flexible and accelerated opportunities to graduate early and credit recovery to makeup credits.</p> <p>High School Leadership and Title I staff has a high level of expertise in school improvement and implementing research-based best practices.</p>	<p>Flexible and accelerated schedules to graduate early and credit recovery to makeup credits.</p> <p>Students need high-quality instruction that meets the needs of their differentiated learning styles based on readiness and learner profiles.</p> <p>Students need access to a vertically and horizontally aligned curriculum to meet individual student needs.</p>	<p>Better data system for identifying and tracking students needs. Scheduling, credit recovery & acceleration is not systematic and fluid district wide. Highly effective staff and a professional development structure that allows time and practice to build pedagogy. Articulation between traditional high schools and alternative high school staff.</p> <p>Partner to provide social-emotional and</p>	<p>Walkthrough data suggests that there is a culture of low expectations of students and faculty.</p> <p>Limited ability to provide access to flexible classes/schedules (i.e. night and weekend classes).</p> <p>Lack of differentiated professional development for staff to meet the varied needs of students.</p> <p>Recruitment and</p>	<p>Limited bandwidth; slows computers using online applications.</p> <p>Too many small alternative schools scattered all over the district with fractured supervision and support.</p> <p>TUSD lacks a district-wide procedure for identifying and rewarding highly effective teachers. There is no policy to preserve effective teachers in high-</p>

<p>with school work.</p> <p>2009 SQS data show 100% of students believe teachers allow them opportunities to ask questions in class and help them with school work. 95% in 2009 agreed with the statement, “I attend school regularly and try not to be absent.”</p> <p>89% in 2007 felt safe on campus. In 2009 92% of students reported feeling safe at school.</p> <p>Students feel welcome in the school environment. Positive responses were also reported in regards to teachers treating students with respect and students of different backgrounds getting along.</p>	<p>Strong partnerships with community agencies.</p> <p>Families are contacted weekly in order to build relationships and foster a sense of community. Families are assigned a faculty liaison.</p>		<p>community-oriented services and supports.</p>	<p>retention of highly effective teachers who are committed to improving academic achievement.</p> <p>There is a gap in horizontal and vertical articulation of math and reading curriculum as well as implementation at Project MORE.</p>	<p>need or school improvement schools.</p> <p>Due to budget cuts, the Office of Professional Learning and the Office of Curriculum and Instruction were dismantled in Spring 2009, therefore there has been a transition of the PD responsibilities to schools and other district offices.</p> <p>There is a gap in horizontal and vertical articulation of math and reading curriculum as well as implementation at Project MORE.</p> <p>In TUSD, High Schools are not the recipients of Title I funds due to a district focus on foundational support in K-8. This results</p>
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Overall, 90% of students and 96% of staff are satisfied with the school. At 100%, parent satisfaction was up slightly from the previous year.					in limited supplemental resources for high school students.
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Howenstine

<i>Student Strengths</i>	<i>System Strengths</i>	<i>Student Needs</i>	<i>System Needs</i>	<i>School Barriers</i>	<i>District Barriers</i>
<p>Civic responsibility. Willingness to participate in Service Learning programs and construction technology programs. 2009 School Quality survey results show 89% of students feel they can easily make friends with students of different racial and ethnic backgrounds. Survey results show 89% believe “it’s okay to hang out with students of different racial/ethnic groups.” These results show: 52% strongly agree with the prior statement. Students with disabilities are treated with respect.</p>	<p>Howenstine is a service learning magnet school with private grants totaling more than \$21K for Learn and Serve Grant and others. There is a successful construction technology program. The school builds 1 Habitat for Humanity home each year. JTED classes and Pima community classes can be taken by students. Students can participate in sports at their home school starting 2009-10 school year.</p> <p>Enhancing teacher effectiveness through 13 teachers started the National Board Take One process; 8 completed</p>	<p>Continued magnet course offerings. Highly effective teachers. Student engagement.</p> <p>2009 School Quality survey results show 50.7% of students disagree or strongly disagree that, “I often use a computer at school to do my school work.” Less than 50% of students use a computer with internet access at home to do their homework.</p> <p>51% of Howenstine students are in an exceptional education program. Students need high-quality instruction that meets the needs of their differentiated learning styles based</p>	<p>Comprehensive assessment system for students. Comprehensive data collection system that includes student behavior, at-risk factors, etc. to identify and work with students and intervene when necessary.</p> <p>Build a partnership with social service agencies, especially behavioral health agencies. Partner to provide social-emotional and community-oriented services and supports. Comprehensive, rigorous evaluation system for teachers.</p> <p>Continue to hire teachers that have a willingness to</p>	<p>The Principal position is vacant.</p> <p>There is no technology integration specialist on site to maximize instruction and integration of technology.</p> <p>Recruitment of highly effective teachers who are committed to embedding civic responsibility into their curriculum. Retention of highly effective teachers who want and are able to teach to a wide range of student skill levels.</p> <p>Limited electives (PE, Art, freshman foundation class, business technology & construction).</p>	<p>Limited bandwidth; slows computers using online applications.</p> <p>There is a perception that the school serves special need students only. It has been a magnet school for at least 10 years but was once a special education school. Currently 51% of the students are special education students. The current system of student placement allows a high number of special education students to select under a magnet program.</p> <p>TUSD lacks a district-wide procedure for identifying and rewarding highly</p>

	<p>the process; 1 teacher completed the full National Board candidate process (this includes peer observation).</p> <p>School Safety. Small school; small class sizes. Clean school.</p> <p>Technology. Wireless campus. At least 175 tablets on campus for student and teacher use. 3 computer carts on wheels. Each classroom has full multimedia desk.</p>	<p>on readiness and learner profiles. Students need access to a vertically and horizontally aligned curriculum to meet individual student needs.</p> <p>All students need to be assessed and placed into an appropriate reading program that is identified to meet individual needs. Curriculum should be supplemented with appropriate technology and materials to meet students' needs.</p>	<p>embed civic responsibility in their curriculum. More classes offered on campus.</p> <p>Highly effective staff and a professional development structure that allows time and practice to build pedagogy. Articulation between traditional high schools. Increased number of teachers with appropriate reading endorsement & training to work on specific reading objectives.</p> <p>ADE Tier II achievement data shows that 38% of students have passed AIMS in 2009 with the mean growth of zero percent. There needs to be increased rigor and a climate of high expectations. There</p>	<p>There are no sports offered for the last 5 years hurt recruitment of students. Limited offerings of advanced coursework. There needs to be increased enrollment in order to offer more AP classes. In order to offer dual enrollment Pima College classes, students are required to pass reading, writing and math placement tests first before they can enroll. There are not enough students passing these placement exams to offer a full course.</p> <p>Staff has limited proficiency in the integration of technology in the classroom environment. The school quality survey indicates that</p>	<p>effective teachers. There is no policy to preserve effective teachers in high-need or school improvement schools.</p> <p>Due to budget cuts, the Office of Professional Learning and the Office of Curriculum and Instruction were dismantled in Spring 2009, therefore there has been a transition of the PD responsibilities to schools and other district offices.</p> <p>There is a gap in horizontal and vertical articulation of math and reading curriculum as well as implementation at Project More.</p> <p>In TUSD, High Schools are not the recipients of Title I</p>
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			<p>needs to be increased enrollment in order to offer more AP classes and dual enrollment.</p> <p>Fall 2009 SAI survey results indicate 10% of the staff “always” use data to assess students’ needs. Also, only 15% of teachers work together work together to improve student learning.</p> <p>2009 School Quality survey results show 30% of the students do not believe that the adults understand their learning needs. 50% of teachers and 56.4% of students don’t believe that students behave during class.</p> <p>Fall 2009 SAI survey results indicate that 30% of</p>	<p>students perceive the technology to be under utilized.</p> <p>According to the school quality survey and SAI results, staff needs professional development on effective instructional strategies including using data to inform decision making.</p> <p>Physical space is limited. There is no room to grow. Added an additional portable two years ago, but the school is at capacity and there aren’t any empty classrooms.</p>	<p>funds due to a district focus on foundational support in K-8. This results in limited supplemental resources for high school students.</p>
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			<p>teachers said they were “sometimes” focused on creating positive relationships between teachers and students.</p> <p>The SAI highlighted 5 standards needing the most improvement: learning communities, resources, evaluation, design and collaboration.</p> <p>There is a need in the school for strong leadership including: turnaround Principal, department chairs, professional development coordinator, math implementation coach, reading coach, and special education facilitator to increase academic instruction.</p>		
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			Increase the number of laptops, promethean boards, document cameras to create a one and one initiative for technology and build on current school design. This will help recruit a wider variety of students.		
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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.

Date	Activity
March 22-23, 2010	ADE Data Summit/Overview of Intervention Models
March 26, 2010	Staff Q & A Tier II & Intervention Models – Project MORE
March 31, 2010	ADE Tier III Application Training
April 7, 2010	Staff Q & A Tier II & Intervention Models-Howenstine
April 16, 2010	Alternative Education Re-design Committee, Blue Room
April 19, 2010	Alternative Education Re-design Committee, Maroon Room
April 22, 2010	<i>School Improvement Coordination Team</i> Edit of SIG 1003(g) part 1- Ivory Room, 8am-5pm
April 27, 2010	Governing Board Meeting to declare New School Status: Maxwell Middle School (approved)
April 27, 2010	Governing Board Meeting to declare New School Status: Project MORE and Howenstine (tabled)
April 29, 2010	<i>School Improvement Coordination Team</i> Edit of SIG 1003(g)part 2- Ivory Room, 8am-5pm
May 3-7, 2010	Finish budget pages and grant application
May 6, 2010	<i>School Improvement Coordination Team-Gray Room, 9am-12pm</i>
May 11, 2010	<i>School Improvement Coordination Team- Blue Room 8am-5pm</i> <i>Work on Data, Root Causes, 5 Year Strategic Plan</i>
May 11, 2010	Governing Board Meeting: Recommendation for Howenstine Magnet High School to Adopt a Transformational Model with Required Components of the School Improvement Grant 1003g APPROVED Governing Board Meeting: Recommendation for Project MORE to Adopt a Transformational Model with Required Components of the School Improvement Grant 1003g APPROVED
May 12, 2010	Data Collection: Observation/Walkthroughs at Project MORE & Howenstine
May 13, 2010	<i>Peer Review using the ADE Rubric for grant-Gray Room, 9am-12pm</i>
May 13-17, 2010	Job Postings Online for Howenstine & Project MORE Principals
May 17, 2010	Meeting with Tucson Educational Association for additional input on teacher evaluation
May 19, 2010	Meeting with Howenstine Magnet High School Staff to explain the Governing Board resolution and the requirements of the 1003(g) grant; teachers signed acceptance letters for the terms of the resolution.

May 21, 2010	SIG 1003(g) due to ADE
May 21, 2010	Meeting with Project MORE staff to explain the Governing Board resolution and the requirements of the 1003(g) grant; teachers signed acceptance letters for the terms of the resolution.
May 24, 2010	Alternative Education Re-design Committee, Blue Room 3pm-5pm
June 8, 2010	Middle School Principal meeting for Corrective Action Schools, Grey Room, 1-3pm
June 28-30, 2010	(Suggested ADE Training for Leaders) "Leading Change"-Westin La Paloma
July 1, 2010	Begin Implementation of Intervention & School Improvement Models
July 15-21, 2010	Briefing and Strategic Implementation Timeline from Leadership
July 26-30, 2010	(District Wide Training) "Summer Professional Development Conference" Leadership, Staff, Coaches, etc.- Palo Verde High School
August 2-3, 2010	(Title I Training-Week 2) "Summer Professional Development Conference" Leadership, Staff, Coaches, etc.- Palo Verde School

Implementation Timeline

- **Summer 2010**

- Hire new Turnaround Principals, Math, Literacy & Data Coaches, Technology Integration Specialist & LEA Transformational Coordinator
- The LEA Transformation Coordination Team and School Leadership Team Will Develop a Scope of Work For the Consultant Services.
- Using a Rubric, Select Consultant Services for Leadership Support & Instructional Professional Development
- LEA Transformation Coordination Team convenes with Principals, Staffs, Site Councils, Parents & Other Stakeholders to Conduct a Comprehensive Needs Assessment (Standards & Rubrics for School Improvement/Standards Assessment Inventory)
- School Leadership Teams Define/Refine the Schools' Missions, Visions, Values, Goals, Foci and Niche
- The School Leadership Team Writes the School Improvement Plan
- School Leadership Teams Create Site Specific Plans For Addressing School Culture & Curricular Relevance
- LEA Transformation Coordination Team and School Leadership Team Will Develop a Scope of Work For the Consultant Services.
- Site Councils & Leadership Team Receive Training On The Budgeting Process
- Initiate Professional Development for Instructional Teams Which Addresses Data Analysis, Student Assessments & Observation Protocols

- Purchase Instructional Software, ATI, Supplementary Texts, Intervention Materials, Technology and Subscriptions for Online Staff PD
- LEA Transformation Team, Principal, Coaches & Consultants Confirm Dates, Topics & Configurations for Job-Embedded Professional Development during 10-11 SY
- Outline Parent Involvement & Communication Needs and Design Parent Opportunities for 2010-11 and Confirm Dates
- Convene Stakeholders To Identify Means of Attracting & Retaining Students, i.e. More AP Options, Sports Offerings
- With Consultant Support Explore “Diversity” PD for Staff & Diversity Projects For Students
- Convene Stakeholders & Consultants To Identify Means of Attracting & Retaining HQ Staff Members
- Assign LEA Teacher Mentors to Specific Sites
- Investigate School Visitations and Inter-School Collaborative for Articulation
- **Fall 2010**
 - LEA Transformation Coordination Team, Selected Staff From Schools and Consultants Create & Use Evaluation Instruments (incl. ADE Protocols) for Major Components of the School Plans
 - Staff Reviews and Discusses Data Literacy Article, “Data Dialogue”
 - Principal, Coaches and Staff Conduct Data Conversations Regarding Student Achievement
 - Implement Job-Embedded Professional Development (Peer Coaching, Lesson Study, etc.) to Strengthen Tier I Instruction
 - Implement Job-Embedded PD That Addressed School Culture
 - Procure/Design Benchmark Assessments For Frequent Instructional Increments And 1st and 2nd Quarters
 - Coaches & Staff Design/Initiate Tier II & III Interventions & monitor student entry and exit from intervention groups
 - Staff Reviews and Discusses Data Literacy Article, “Data Dialogue”
 - Determine Financial & Other Incentives To Teachers for Improving Student Academic Performance
 - Determine/Adjust Dates & Conduct Parent Information Meetings on College/Work Preparedness, Technology, Social-Developmental Stages, etc
 - Initiate School Visits and Confirm Dates/Logistics For All High School Articulation
- **Spring 2011**
 - LEA Transformation Coordination Team, Selected Staff From Schools and Consultants Continuously & Consistently Use Evaluation Instruments (incl. ADE Protocols) To Monitor Fidelity To The LEA & School Improvement Plans’ Components
 - Identify Protocols To Be Used By the LEA & the School Sites to Assess School Culture
 - Principal, Consultants, Coaches and Staff Conduct Data Conversations Using Evaluation Instruments & Student Achievement Findings
 - Continue to Implement Job-Embedded Professional Development Based Upon Teaching Observations, Analysis of Achievement Data, State Standards and Provide Opportunities for Reflective Practices
 - Continually Use Aligned Assessments In Shorter Instructional Increments And Quarterly Benchmarks for guiding instruction
 - Monitor Progress of Tier II & III Interventions for Students Needing Additional & Differentiated Instruction

- Apply Incentives to Principal, Staff & Students For Substantial Achievement Gains
- Conduct Parent Forums & Create Agendas
- Continue Articulation Relationships With Other High Schools
- **Summer 2011**
 - Evaluate LEA and Site Level Attainment of Year I Goals using all available community/parent surveys, questionnaires and other data including recent student academic assessment results
 - Examine Feedback From SY Professional Development and align 11-12 PD Calendar To Needs Identified From Recent Data
 - Evaluate Benefits of Consultant Services for Leadership Support and Instructional Professional Development; Decide on Continuance of Services; Develop a Scope of Work For Consultant Services For SY 11-12
 - Review Progress Toward & Results of Teacher Recruitment and Retention Goals; Amend/Create Goals
 - Review Results of Student Attraction & Retention Efforts; Amend/Create Goals
 - Refine/Amend the School Improvement Plan
 - Amend the SIG Site Budgets
 - Coaches, Principal & LEA Transformational Coordinator participate in SBR Professional Development identified by evaluation and assessment findings
 - LEA Transformation Coordinator, Site Coaches & Teacher Representatives Explore PD Options for SY 11-12
 - LEA Transformation Coordinator, Site Coaches Conduct Professional Development For Both Schools
- **Implementation 2011-2012**
 - LEA Transformation Coordination Team, Selected Staff From Schools and Consultants Use Evaluation Instruments (incl. ADE Protocols) To Gauge Major Accomplishments of the School Plans
 - Staff Participates in PLC's to analyze student work, evaluate intervention measures to determine instructional foci and strategies
 - Principal, Coaches and Staff Conduct Data Conversations Regarding Student Achievement
 - Implement Job-Embedded Professional Development (Peer Coaching, Lesson Study, PLC's etc.) to Strengthen Tier I Instruction
 - Administer Quarterly Benchmark Assessments and Other More Frequent Assessments To Inform Instruction
 - Coaches & Staff Adjust Tier II & III Interventions & monitor student entry and exit from intervention groups
 - Utilize Financial & Other Incentives To Teachers Improving Student Academic Performance
 - Monitor Student Enrollment & Mobility; Revisit AP Course Offerings and Other Attractions For College Bound Students
 - Determine/Adjust Dates & Conduct Parent Information Meetings on College/Work Preparedness, Technology, Social-Developmental Stages, etc
- **Summer 2012**

- Evaluate LEA and Site Level Attainment of Year II Goals using all available community/parent surveys, questionnaires and other data including recent student academic assessment results
- Examine Feedback From SY Professional Development and align 12-13 PD Calendar To Needs Identified From Recent Data
- Evaluate Benefits of Consultant Services for Leadership Support and Instructional Professional Development; Decide on Continuance of Services; Develop a Scope of Work For Consultant Services For SY 12-13
- Review Progress Toward & Results of Teacher Recruitment and Retention Goals; Amend Goals/Create New Goals
- Review Results of Student Attraction & Retention Efforts; Amend/Create Goals
- Refine/Amend the School Improvement Plan
- Amend the SIG Site Budgets
- Coaches, Principal & LEA Transformational Coordinator participate in SBR Professional Development identified by evaluation and assessment findings
- LEA Transformation Coordinator, Site Coaches & Teacher Representatives Explore PD Options for SY 12-13
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- **Implementation 2012-2013**
 - Hire new staff as needed, i.e. Math, Literacy & Data Coaches, Technology Integration Specialist & LEA Transformational Coordinator
 - Review Successes of Consultant Services For Leadership Support & Professional Development, Determine Continuance of Consultant Services, Develop New Scope of Work
 - LEA Transformation Coordination Team convenes with Principals, Staffs, Site Councils, Parents & Other Stakeholders to Conduct a Comprehensive Needs Assessment (Standards & Rubrics for School Improvement/Standards Assessment Inventory)
 - School Leadership Teams Adjust the Schools' Missions, Visions, Values, Goals, Foci and Niche
 - The School Leadership Team Amends the School Improvement Plan According To Needs Assessment Results
 - School Leadership Teams Review and Amend Site Specific Plans For Addressing School Culture & Curricular Relevance
 - New Site Council & Leadership Team Members Receive Training On The Budgeting Process
 - Professional Development for New Instructional Team Members Which Addresses Data Analysis, Student Assessments & Observation Protocols
 - Replenish Instructional Software, ATI, Supplementary Texts, Intervention Materials, Technology and Subscriptions for Online Staff PD
 - LEA Transformation Team, Principal, Coaches & Consultants Confirm Dates, Topics & Configurations for Job-Embedded Professional Development during SY 12-13
 - Outline Parent Involvement & Communication Needs and Design Parent Opportunities for 2012-13, Confirm Dates & Create Agendas
 - Convene Stakeholders To Evaluate Success In Attracting & Retaining Students, i.e. AP Options, Sports Offerings

- With Consultant Support and Student/Staff Survey Results, Evaluate “Diversity” Integration By Staff & Success of Diversity Projects/Activities For Students
- Convene Stakeholders & Consultants To Evaluate Means of Attracting & Retaining HQ Staff Members
- Continue the Work of Teacher Mentors at Specific Sites
- Confirm Dates for SY 12-13 School Visitations and Inter-School Collaborative for Articulation
- Implement Job-Embedded Professional Development (Peer Coaching, Lesson Study, etc.) to Strengthen Tier I Instruction
- Implement Job-Embedded PD That Addresses School Culture
- Coaches & Staff Design/Implement Tier II & III Interventions & monitor student entry and exit from intervention groups
- Continue Financial & Other Incentives To Teachers, Principals and Students for Improving Student Academic Performance
- Determine/Adjust Dates & Conduct Parent Information Meetings on College/Work Preparedness, Technology, Social-Developmental Stages, etc
- LEA Transformation Coordination Team, Selected Staff From Schools and Consultants Continuously & Consistently Use Evaluation Instruments (incl. ADE Protocols) To Monitor Fidelity To The LEA & School Improvement Plans’ Components
- Identify Protocols To Be Used By the LEA & the School Sites to Assess School Culture
- Principal, Consultants, Coaches and Staff Conduct Data Conversations Using Evaluation Instruments & Student Achievement Findings
- Continue to Implement Job-Embedded Professional Development Based Upon Teaching Observations, Analysis of Achievement Data, State Standards and Provide Opportunities for Reflective Practices
- Continually Use Aligned Assessments In Shorter Instructional Increments And Quarterly Benchmarks for guiding instruction
- Monitor Progress of Tier II & III Interventions for Students Needing Additional & Differentiated Instruction

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.

Project MORE and Howenstine staff, stakeholders and district leadership met to discuss the benefits and disadvantages of each intervention model. Each group of participants agreed that the Transformation Model would work best to improve student achievement. Since each school serves such a unique group of students, the participants thought that school closure would require the students to be moved to a 2000+ large high school. Both Project MORE and Howenstine are small non-traditional high schools serving between 200-250 students. The staff and parents feel that they are better equipped to gather more information about each student and work to meet their needs than the large high schools. For much the same reasons, the restart with a move to a charter school did not appeal to parent groups. They were not sure that students would continue with a charter that they did not know and since a majority of Project MORE students were at-risk of dropping out, they thought the students would just not enroll and end up dropping out. The participants felt that there wasn't enough time and data available to truly identify the need for a turnaround model and agreed if they do not make adequate academic progress in this first transformation year, then the turnaround model could be imposed by the district. All-in-all a new administration dedicated to academic achievement and a cadre of qualified coaches will provide the much needed rigor to increase student achievement in both schools. The stipends will motivate teachers and administrators to move beyond their comfort zones and spend additional time planning for student academic success, student engagement and targeting priority standards.

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
Project MORE Alternative High School	040880001508		x				x
Howenstine Magnet High School	040880001450		x				x

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

This list is prioritized in the order given to us by ADE using the same data formulas as Tier II schools.

SCHOOL NAME	NCES ID#	AYP Designation	Area of Need(s) Based on 2009 AIMS Assessment Area missed AYP (% proficiency)
Maxwell Middle School	040880000867	CA	6 th Grade Math Hispanic (37%) 6 th Grade Reading SES (45%) 7 th Grade Math SES (44%) 8 th Grade Reading Overall (42%) 8 th Grade Reading Hispanic (42%) 8 th Grade Reading SES (41%)
Hohokam Middle School	040880001480	CA	6 th Grade Math Overall (41%) 6 th Grade Math Native American (33%) 6 th Grade Math SES (40%) 6 th Grade Reading Overall (46%) 6 th Grade Reading Native American (37%) 6 th Grade Reading SES (43%) 7 th Grade Math Overall (48%) 7 th Grade Math Native American (34%) 7 th Grade Math SES (48%) 7 th Grade Reading Native American (36%) 7 th Grade Reading SES (50%) 8 th Grade Math Native American (22%) 8 th Grade Reading Native American (33%)
Valencia Middle School	040880000972	CA	6 th Grade Math Overall (44%)

			6 th Grade Math Hispanic (41%) 6 th Grade Math SES (41%) 7 th Grade Math Hispanic (45%) 7 th Grade Math Special Education (16%) 7 th Grade Math SES (46%) 7 th Grade Reading Special Education (18%)
TAPP (Teenage Parent Program)	040880001509	Yr 1	10 th Grade Math Overall Percent Tested (91%) 10 th Grade Math Hispanic Percent Tested (91%) 10 th Grade Reading Overall Percent Tested (93%) 10 th Grade Reading Hispanic Percent Tested (83%)
Lynn-Urquides Elementary School	040880000861	Yr 1	3 rd Grade Reading Overall (50%) 3 rd Grade Reading Hispanic (48%) 3 rd Grade Reading ELL (39%) 3 rd Grade Reading SES (49%)
Safford Magnet Middle School	040880000886	Yr 2 (Frozen)	School Made AYP...however, proficiency rates as follows: <i>6th Grade Math (49%)</i> <i>6th Grade Reading (51%)</i> <i>7th Grade Math (56%)</i> <i>7th Grade Reading (56%)</i> <i>8th Grade Math (46%)</i> <i>8th Grade Reading (51%)</i>
Wakefield Middle School	040880000901	PR	6 th Grade Math Overall (43%) 6 th Grade Math Hispanic (41%) 6 th Grade Math SES (41%) 6 th Grade Reading Hispanic (44%) 6 th Grade Reading SES (43%)
Naylor Middle School	040880000872	CA	6 th Grade Reading Overall (42%) 7 th Grade Reading Overall (48%) 7 th Grade Reading SES (47%)
Myers-Ganoung Elementary School	040880000871	Yr 2	3 rd Grade Reading Overall (43%) 3 rd Grade Reading SES (39%)
Richey Elementary School	040880000877	Yr 1	**School Closure**
Cavett Elementary School	040880001267	CA (Frozen)	School Made AYP...however, proficiency rates as follows: <i>3rd Grade Math (53%)</i> <i>3rd Grade Reading (53%)</i> <i>4th Grade Math (57%)</i> <i>4th Grade Reading (66%)</i> <i>5th Grade Math (63%)</i> <i>5th Grade Reading (69%)</i>

Robison Elementary School	040880000880	Yr 2 (Frozen)	School Made AYP...however, proficiency rates as follows: <i>3rd Grade Math (63%)</i> <i>3rd Grade Reading (56%)</i> <i>4th Grade Math (55%)</i> <i>4th Grade Reading (54%)</i> <i>5th Grade Math (56%)</i> <i>5th Grade Reading (72%)</i>
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D.3 If the LEA is not applying to serve each Tier I and/or Tier II school, the LEA must explain why it lacks capacity to serve each school:

N/A

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:

Howenstine

Goal Area	Goals	Baseline
Reading	Howenstine Magnet High School will increase student academic achievement in Reading by 10% as measured on the Spring 2010 AIMS.	2009*- 48% 2010-TBD *10 grade; Continuously enrolled
Math	Howenstine Magnet High School will increase student academic achievement in Math by 10% as measured on the Spring 2010 AIMS.	2009*-47% 2010-TBD *10 grade; Continuously enrolled
Graduation Rate (for High Schools only)	Howenstine Magnet High School will increase graduation rate by 5% as measured by ADE/SAIS data determinations.	2009- 53% 2010-TBD

For each Goal in:	Progress Monitoring Plan	Person(s) Responsible
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	Process	Timeline	
Reading	<p>- Ongoing/Frequently. TUSD will use 1003(g) funds to purchase ATI/Galileo assessment system in order provide systematic, quality, time-sensitive benchmarking. This system is accessible at the teacher level and focuses on student level performance objectives aligned to state standards. Administer Quarterly Benchmark Assessments and Other More Frequent Assessments To Inform Instruction. The Data Coach and Transformation Coordinator and will identify trends in academic data, needs assessment data, target professional development and monitor the implementation. The coordinator will work closely with each school's site administrator/principal, academic coaches, and site-based data coordinator to ensure the timely implementation of formative and summative assessments. Data dialogues will occur frequently between the school-level and district-level coordinators to ensure a systematic process for collaboration between teachers on using data to improve instruction. See Data Dialogue Work Plan (attached).</p> <p>- Ongoing/quarterly. LEA Transformation Coordination Team, Selected Staff From Schools and Consultants Use Evaluation Instruments (incl. ADE Protocols) and walkthrough trend data to assess effective instruction</p> <p>-Ongoing/weekly. Staff Participates in PLC's to analyze student work, evaluate intervention measures to determine instructional foci and strategies</p> <p>-Ongoing/frequently. Principal, Coaches and Staff Conduct Data Conversations Regarding Student Achievement</p> <p>-Ongoing/monthly. Monitor Student Enrollment & Mobility; Revisit AP Course Offerings and Other Attractions For College Bound Students</p> <p>-Ongoing/quarterly. Plan and Conduct Parent Information Meetings on College/Work Preparedness, Technology, Social-Developmental Stages, etc</p> <p>-Benchmark data end of each quarter. Utilize Financial & Other Incentives To Teachers Improving Student Academic Performance</p>	<p>See timeline above.</p> <p>See Data Dialogue Work Plan attached.</p>	<p>(Implement Strategies)</p> <p>-Teachers</p> <p>-Instructional Paraprofessionals</p> <p>(Mentor)</p> <p>-Academic Coaches</p> <p>-Technology Integration</p> <p>(Monitor Progress)</p> <p>-Turnaround Principal</p> <p>-LEA Transformation Coordinator</p> <p>-Data Coach</p>
Math	<p>- Ongoing/Frequently. TUSD will use 1003(g) funds to purchase ATI/Galileo assessment system in order provide systematic, quality, time-sensitive benchmarking. This system is accessible at the teacher level and focuses on student level performance objectives aligned to state standards. Administer Quarterly Benchmark Assessments and Other More Frequent Assessments To Inform Instruction. The Data Coach and Transformation Coordinator and will identify trends in academic data, needs assessment data, target professional development and monitor the implementation. The coordinator will work closely with each school's site administrator/principal, academic coaches, and site-based data coordinator to ensure the timely implementation of formative and summative assessments. Data dialogues will occur frequently between the school-level and district-level coordinators to ensure a systematic process for collaboration between teachers on using data to improve instruction. See Data Dialogue Work</p>	<p>See timeline above.</p> <p>See Data Dialogue Work Plan attached.</p>	<p>(Implement Strategies)</p> <p>-Teachers</p> <p>-Instructional Paraprofessionals</p> <p>(Mentor)</p> <p>-Academic Coaches</p> <p>-Technology Integration</p> <p>(Monitor Progress)</p> <p>-Turnaround Principal</p> <p>-LEA Transformation</p>

	<p>Plan (attached).</p> <ul style="list-style-type: none"> - Ongoing/quarterly. LEA Transformation Coordination Team, Selected Staff From Schools and Consultants Use Evaluation Instruments (incl. ADE Protocols) and walkthrough trend data to assess effective instruction -Ongoing/weekly. Staff Participates in PLC's to analyze student work, evaluate intervention measures to determine instructional foci and strategies -Ongoing/frequently. Principal, Coaches and Staff Conduct Data Conversations Regarding Student Achievement -Ongoing/monthly. Monitor Student Enrollment & Mobility; Revisit AP Course Offerings and Other Attractions For College Bound Students -Ongoing/quarterly. Plan and Conduct Parent Information Meetings on College/Work Preparedness, Technology, Social-Developmental Stages, etc -Benchmark data end of each quarter. Utilize Financial & Other Incentives To Teachers Improving Student Academic Performance 		<p>Coordinator</p> <ul style="list-style-type: none"> -Data Coach
<p>Graduation Rate (for High Schools only)</p>	<ul style="list-style-type: none"> -Ongoing/frequently. Principal, Coaches and Staff Conduct Data Conversations Regarding Student Achievement -Ongoing/monthly. Monitor Student Enrollment & Mobility; Revisit AP Course Offerings and Other Attractions For College Bound Students -Ongoing/monthly. Monitor Student Credit & Progress Toward Graduation -Ongoing/quarterly. Plan and Conduct Parent Information Meetings on College/Work Preparedness, Technology, Social-Developmental Stages, etc. -Ongoing/monthly. Interventions to include but not limited to: night and weekend classes, credit recovery, online learning -Ongoing/monthly. Interventions to include but not limited to: home visits, social agency referrals, study groups, group sessions -Ongoing/monthly. Collaboration with alternative to suspension coordinator to ensure instructional support of student during suspension; collaboration with judicial system to provide ongoing support to students returning to school 	<p>See timeline above.</p> <p>See Data Dialogue Work Plan attached.</p>	<p>(Implement Strategies)</p> <ul style="list-style-type: none"> - College and Career Readiness Coordinator -Counselor -Prevention Specialist -Community Representative -Teachers -Instructional Paraprofessionals <p>(Monitor Progress)</p> <ul style="list-style-type: none"> -Turnaround Principal -LEA Transformation Coordinator -Assessment Coach

Project MORE

Goal Area	Goals	Baseline
Reading	Project MORE Alternative High School will increase student academic achievement in Reading by 10% as measured on the Spring 2010 AIMS.	2009*- 28% 2010-TBD

		*10 grade; Continuously enrolled
Math	Project MORE Alternative High School will increase student academic achievement in Math by 10% as measured on the Spring 2010 AIMS.	2009*- 28% 2010-TBD
Graduation Rate (for High Schools only)	Project MORE Alternative High School will increase graduation rate by 10% as measured by ADE/SAIS data determinations.	*10 grade; Continuously enrolled 2009- 22% 2010-TBD

For each Goal in:	Progress Monitoring Plan		Person(s) Responsible
	Process	Timeline	
Reading	<p>- Ongoing/Frequently. TUSD will use 1003(g) funds to purchase ATI/Galileo assessment system in order provide systematic, quality, time-sensitive benchmarking. This system is accessible at the teacher level and focuses on student level performance objectives aligned to state standards. Administer Quarterly Benchmark Assessments and Other More Frequent Assessments To Inform Instruction. The Data Coach and Transformation Coordinator and will identify trends in academic data, needs assessment data, target professional development and monitor the implementation. The coordinator will work closely with each school's site administrator/principal, academic coaches, and site-based data coordinator to ensure the timely implementation of formative and summative assessments. Data dialogues will occur frequently between the school-level and district-level coordinators to ensure a systematic process for collaboration between teachers on using data to improve instruction. See Data Dialogue Work Plan (attached).</p> <p>- Ongoing/quarterly. LEA Transformation Coordination Team, Selected Staff From Schools and Consultants Use Evaluation Instruments (incl. ADE Protocols) and walkthrough trend data to assess effective instruction</p> <p>-Ongoing/weekly. Staff Participates in PLC's to analyze student work, evaluate intervention measures to determine instructional foci and strategies</p> <p>-Ongoing/frequently. Principal, Coaches and Staff Conduct Data Conversations Regarding Student Achievement</p> <p>-Ongoing/monthly. Monitor Student Enrollment & Mobility; Revisit AP Course Offerings and Other Attractions For College Bound Students</p> <p>-Ongoing/quarterly. Plan and Conduct Parent Information Meetings on College/Work Preparedness, Technology, Social-Developmental Stages, etc</p> <p>-Benchmark data end of each quarter. Utilize Financial & Other Incentives To Teachers Improving Student Academic Performance</p>	<p>See timeline above.</p> <p>See Data Dialogue Work Plan attached.</p>	<p>(Implement Strategies)</p> <p>-Teachers</p> <p>-Instructional Paraprofessionals</p> <p>(Mentor)</p> <p>-Academic Coaches</p> <p>-Technology Integration</p> <p>(Monitor Progress)</p> <p>-Turnaround Principal</p> <p>-LEA Transformation Coordinator</p> <p>-Data Coach</p>

<p>Math</p>	<ul style="list-style-type: none"> - Ongoing/Frequently. TUSD will use 1003(g) funds to purchase ATI/Galileo assessment system in order provide systematic, quality, time-sensitive benchmarking. This system is accessible at the teacher level and focuses on student level performance objectives aligned to state standards. Administer Quarterly Benchmark Assessments and Other More Frequent Assessments To Inform Instruction. The Data Coach and Transformation Coordinator and will identify trends in academic data, needs assessment data, target professional development and monitor the implementation. The coordinator will work closely with each school’s site administrator/principal, academic coaches, and site-based data coordinator to ensure the timely implementation of formative and summative assessments. Data dialogues will occur frequently between the school-level and district-level coordinators to ensure a systematic process for collaboration between teachers on using data to improve instruction. See Data Dialogue Work Plan (attached). - Ongoing/quarterly. LEA Transformation Coordination Team, Selected Staff From Schools and Consultants Use Evaluation Instruments (incl. ADE Protocols) and walkthrough trend data to assess effective instruction -Ongoing/weekly. Staff Participates in PLC’s to analyze student work, evaluate intervention measures to determine instructional foci and strategies -Ongoing/frequently. Principal, Coaches and Staff Conduct Data Conversations Regarding Student Achievement -Ongoing/monthly. Monitor Student Enrollment & Mobility; Revisit AP Course Offerings and Other Attractions For College Bound Students -Ongoing/quarterly. Plan and Conduct Parent Information Meetings on College/Work Preparedness, Technology, Social-Developmental Stages, etc -Benchmark data end of each quarter. Utilize Financial & Other Incentives To Teachers Improving Student Academic Performance 	<p>See timeline above.</p> <p>See Data Dialogue Work Plan attached.</p>	<p>(Implement Strategies)</p> <ul style="list-style-type: none"> -Teachers -Instructional Paraprofessionals <p>(Mentor)</p> <ul style="list-style-type: none"> -Academic Coaches -Technology Integration <p>(Monitor Progress)</p> <ul style="list-style-type: none"> -Turnaround Principal -LEA Transformation Coordinator -Data Coach
<p>Graduation Rate (for High Schools only)</p>	<ul style="list-style-type: none"> -Ongoing/frequently. Principal, Coaches and Staff Conduct Data Conversations Regarding Student Achievement -Ongoing/monthly. Monitor Student Enrollment & Mobility; Revisit AP Course Offerings and Other Attractions For College Bound Students -Ongoing/monthly. Monitor Student Credit & Progress Toward Graduation -Ongoing/quarterly. Plan and Conduct Parent Information Meetings on College/Work Preparedness, Technology, Social-Developmental Stages, etc. -Ongoing/monthly. Interventions to include but not limited to: night and weekend classes, credit recovery, online learning -Ongoing/monthly. Interventions to include but not limited to: home visits, social agency referrals, study groups, group sessions -Ongoing/monthly. Collaboration with alternative to suspension coordinator to ensure instructional support of student during suspension; collaboration with judicial system to 	<p>See timeline above.</p> <p>See Data Dialogue Work Plan attached.</p>	<p>(Implement Strategies)</p> <ul style="list-style-type: none"> - College and Career Readiness Coordinator -Counselor -Prevention Specialist -Community Representative -Teachers -Instructional Paraprofessionals <p>(Monitor Progress)</p> <ul style="list-style-type: none"> -Turnaround Principal

	provide ongoing support to students returning to school		-LEA Transformation Coordinator -Assessment Coach
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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		
Maxwell Middle School	x			<ul style="list-style-type: none"> - Ongoing/Summer/Fall. Technical assistance in the writing schoolwide/school improvement plans -Ongoing/Summer/Fall. Technical assistance in budget alignment and finance process to ensure compliance and leverage of funding - Fall/Spring. Peer review and feedback on schoolwide/school improvement plan. - Ongoing/Weekly. Aligned, differentiated professional development. -Ongoing/Frequently. ATI/Galileo assessment system in order provide systematic, quality, time-sensitive benchmarking. -Ongoing/Weekly. The coordinator will work closely with each school’s site administrator/principal, academic coaches, and site-based data coordinator to ensure the timely implementation of formative and summative assessments. See Data Dialogue Work Plan (attached). - Ongoing/quarterly. LEA Transformation Coordination Team, Selected Staff From Schools and Consultants Use Evaluation Instruments (incl. ADE Protocols) and walkthrough trend data to assess effective instruction -Ongoing/weekly. Staff Participates in PLC’s to analyze student work, evaluate intervention measures to determine instructional foci and strategies -Ongoing/frequently. Principal, Coaches and Staff Conduct Data Conversations Regarding Student Achievement -Ongoing/monthly. Monitor Student Enrollment & Mobility; Revisit AP Course Offerings and Other Attractions For College Bound Students -Ongoing/quarterly. Plan and Conduct Parent Information Meetings on College/Work Preparedness, Technology, Social-Developmental Stages, etc -Benchmark data end of each quarter. Utilize Financial & Other Incentives To Teachers Improving Student Academic Performance. 	See Data Dialogue Workplan & Timeline (quarterly benchmarking, monthly data talks, ongoing staff development)
Hohokam Middle School	x				
Valencia Middle School	x				
TAPP (Teenage Parent Program)	x				
Lynn-Urquides Elementary School		x			
Safford Magnet Middle School		x			
Wakefield Middle School	x				
Naylor Middle School	x				
Myers-Ganoung Elementary School		x			
Cavett Elementary School		x			
Robison Elementary School		x			
Richey Elementary School	Closure				

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

School	Baseline	Goal	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Maxwell Middle School	6 th Grade Math Hispanic (37%) 6 th Grade Reading SES (45%) 7 th Grade Math SES (44%) 8 th Grade Reading Overall (42%) 8 th Grade Reading Hispanic (42%) 8 th Grade Reading SES (41%)	Minimum 10% Increase	- Ongoing/frequently. ATI/Galileo benchmarking. - Ongoing/frequently. LEA Tier III coordinator will work closely with each school's site administrator/principal, academic coaches, and site-based data coordinator to disaggregate data and target instruction. See Data Dialogue Work Plan (attached).	See Data Dialogue Workplan & Timeline (quarterly benchmarking, monthly data talks, ongoing walkthrough trend data, ongoing monitoring for technology integration, staff development)	(Implement Strategies) -Teachers -Instructional Paraprofessionals
Hohokam Middle School	6 th Grade Math Overall (41%) 6 th Grade Math Native American (33%) 6 th Grade Math SES (40%) 6 th Grade Reading Overall (46%) 6 th Grade Reading Native American (37%) 6 th Grade Reading SES (43%) 7 th Grade Math Overall (48%) 7 th Grade Math Native American (34%) 7 th Grade Math SES (48%) 7 th Grade Reading Native American (36%) 7 th Grade Reading SES (50%) 8 th Grade Math Native American (22%) 8 th Grade Reading Native American (33%)	Minimum 10% Increase	- Ongoing/quarterly. LEA Transformation Coordination Team, Selected Staff From Schools and Consultants Use Evaluation Instruments (including ADE Protocols) and walkthrough trend data to assess effective instruction. - Ongoing/weekly. Staff Participates in PLC's to analyze student work, evaluate intervention measures to determine instructional foci and strategies. -Fall. Peer review, feedback and technical assistance in school plan.		(Mentor) -Academic Coaches -Technology Integration Specialist (Support) -Community Representative -Prevention Specialist
Valencia Middle School	6 th Grade Math Overall (44%) 6 th Grade Math Hispanic (41%) 6 th Grade Math SES (41%) 7 th Grade Math Hispanic (45%) 7 th Grade Math Special Education (16%) 7 th Grade Math SES (46%) 7 th Grade Reading Special Education	Minimum 10% Increase	- Ongoing/quarterly. Plan and Conduct Parent Information Meetings on College/Work Preparedness, Technology, Social-Developmental Stages, etc. - Benchmark data end of each quarter. Plan Financial & Other Incentives To Teachers Improving Student Academic Performance.		(Monitor Progress) -Turnaround Principal -LEA Transformation Coordinator -Data Coach

	(18%)				
TAPP (Teenage Parent Program)	10 th Grade Math Overall Percent Tested (91%) 10 th Grade Math Hispanic Percent Tested (91%) 10 th Grade Reading Overall Percent Tested (93%) 10 th Grade Reading Hispanic Percent Tested (83%)	Meet 95% Tested			
Lynn- Urquides Elementary School	3 rd Grade Reading Overall (50%) 3 rd Grade Reading Hispanic (48%) 3 rd Grade Reading ELL (39%) 3 rd Grade Reading SES (49%)	Minimum 10% Increase			
Safford Magnet Middle School	School Made AYP...however, proficiency rates as follows: <i>6th Grade Math (49%)</i> <i>6th Grade Reading (51%)</i> <i>7th Grade Math (56%)</i> <i>7th Grade Reading (56%)</i> <i>8th Grade Math (46%)</i> <i>8th Grade Reading (51%)</i>	Minimum 10% Increase			
Wakefield Middle School	6 th Grade Math Overall (43%) 6 th Grade Math Hispanic (41%) 6 th Grade Math SES (41%) 6 th Grade Reading Hispanic (44%) 6 th Grade Reading SES (43%)	Minimum 10% Increase			
Naylor Middle School	6 th Grade Reading Overall (42%) 7 th Grade Reading Overall (48%) 7 th Grade Reading SES (47%)	Minimum 10% Increase			
Myers- Ganoung Elementary School	3 rd Grade Reading Overall (43%) 3 rd Grade Reading SES (39%)	Minimum 10% Increase			
Cavett Elementary School	School Made AYP...however, proficiency rates as follows: <i>3rd Grade Math (53%)</i> <i>3rd Grade Reading (53%)</i> <i>4th Grade Math (57%)</i> <i>4th Grade Reading (66%)</i>	Minimum 5% Increase			

	5 th Grade Math (63%) 5 th Grade Reading (69%)				
Robison Elementary School	6 th Grade Math Hispanic (37%) 6 th Grade Reading SES (45%) 7 th Grade Math SES (44%) 8 th Grade Reading Overall (42%) 8 th Grade Reading Hispanic (42%) 8 th Grade Reading SES (41%)	Minimum 10% Increase			
Richey Elementary School	**School Closure**	N/A			

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

Upon implementation of the transformation model at each site, central leadership will have regular and ongoing meetings with the school staffs to review all relevant data in collaboration with the staff identified to support the teaching staff. Through those meetings, staffs will be continuously informed of classroom observation data and student performance data.

For schools that fail to make adequate progress in improving classroom instruction and student achievement, the LEA will implement the turnaround model in order to remove ineffective teachers and leadership. The LEA will intensify central level support and create a more rigorous interview process to ensure effective instruction. The LEA will continue to collaborate with the local bargaining unit (Tucson Education Association) and the Governing Board to implement agreements that support effective teachers and leadership, and remove ineffective staff. The LEA will intensify the use of data through weekly planning meetings, increased classroom observations and monitoring of instruction, and targeted PD plan led by central level school improvement specialists, and weekly meetings with the principal to review data and progress. The LEA will continue to provide ongoing support and training to school leadership through internal and external providers.

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.

See timeline. Beyond the initial three years, the LEA will utilize other available funding resources to continue to support the efforts of these schools, such as desegregation funding that allows for the development of programs to ensure equity, and Title II funds for ongoing professional development in the areas of effective instruction. Additionally, Title I will continue to prioritize schools based on academic and demographic data and provide technical assistance in the school improvement process. Title I funds will systematically be The LEA will continue collaboration with the local bargaining units and the Governing Board to maintain or amend the agreements at these schools that allow for the added support and/or removal of ineffective staff.

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

By indicating with a mark on the below items, the Tucson 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.

Tucson Unified School District will implement the below marked waivers:

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

Project MORE Alternative High School
Howenstine Magnet High School
Maxwell Middle School
Hohokam Middle School
Valencia Middle School
TAPP (Teenage Parent Program)
Lynn-Urquides Elementary School
Safford Magnet Middle School
Wakefield Middle School
Naylor Middle School
Myers-Ganoung Elementary School
Richey Elementary School
Cavett Elementary School
Robison Elementary 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:

Tucson Educational Association	School Staff (Teachers, Paraprofessionals, Support Staff)	Parents
District Leadership (Superintendent, Assistant Superintendants, Directors)	District Program Coordinators and 2141 Committee	Academic Coaches

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.