

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: :	Whiteriver Unified School District	NCES ID#0409160	CTDS#090220	Entity ID #4394
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School Board President _____ **Date** 5/21/2010

Rubert Lupe, WUSD Governing Board President

Superintendent Signature _____ **Date** 5/21/2010

Wade R. McLean, WUSD Superintendent

Federal Program Director Signature _____ **Date** 5/21/2010

Brian Patrick, WUSD Federal Programs Director

Arizona Department of Education

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

DIRECTIONS: There are three 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
Alchেসay High School	04091600005	090220-204	5637	x		
Canyon Day Junior High School	040916000952	090220-103	5635	x		
Seven Mile Elementary School	040916002190	090220-107	79698	x		
Whiteriver Elementary	040916000951	090220-101	5633			x

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

A. LEA'S ANALYSIS OF SCHOOL'S NEEDS

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

Where are we now?

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

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

- **Whiteriver School District**

Location Characteristics & Demographic Information: K-12 school district serving the White Mountain Apache Tribe. We are located 200 miles northwest of the Phoenix Metropolitan area in the middle of 2.6 million square acres of the White Mountain Apache reservation. There are five schools in the district: three elementary schools, one junior high school. 90% of the students are eligible for Free & Reduced Lunch. Student ethnicity is 99.9% White Mountain Apache. Currently, the unemployment rate is 82%- 85%. 17.3% of the student population is in Special Education. Student absence rate throughout the district held at 9.09% during the first eight weeks of school. The suicide rate of youth under the age of 21 remains higher than the national average. The average life span of an Apache male is 28 years of age. Students entering the district are one to three years below school readiness age, as measured on the Peabody Picture Vocabulary Test (Receptive Language). The delay is then cumulative over a period of several years and is reflected in two area of difficulty at the school level from elementary through junior high school and senior high school. Recurring discipline problems is one area that is specifically centered on discipline issues only; the other more serious prolonged effect is that related to cognitive behaviors that are systemic and require more than a typical discipline plan. There is currently a federally funded counseling program implemented at the elementary level that addresses those needs and includes MSW (Masters, Social Workers), and certified counselors, as well as a clinical psychologist position with the grant. The goal of the grant is to reduce disciplinary referrals and behaviors that interfere with learning. This goal is supported by data from the AZ Safe School Reports (see Appendix A, Data: Safe Schools Reports) for each of the Tier I and Tier III schools. A Federal Programs Parent Advisory Council meets at the district level monthly and is comprised not only of parents from the district but officers from the school-site Parent Advisory Councils.

Size & Composition of Staff: WUSD serves five schools: three elementary, one junior high school, and one senior high school. The high school also has an Alternative Learning Center and provides students with opportunities in CTE and NAVIT, along with AP classes for upward bound students. There are a total of 141 certified teachers in the district. Teacher turnover rate is between 33-35%

annually district-wide, although the turnover rate slowed somewhat last year due to the national and state economic downturns. The LEA's hiring practices include a requirement for certified teachers to be Highly Qualified in their respective area(s). Recruitment and retention incentives include providing incentives for hard-to-fill positions. 96% of the teaching staff is Highly Qualified.

Community Resources/Attitudes Toward Education: The following resources are offered on the reservation: Apache Behavioral Health, Indian Health Service, Johnson O'Malley Project, Rainbow Treatment Center, Tribal Education Department, Head Start, Johns-Hopkins, police and judicial systems, and Child Find. The Tribe currently has a strong education code in place, but is inconsistently enforced. The overall attitudes towards education are not supported by the majority of parents in the area, although pockets of parents value education and press their children towards excellence. There have been several attempts by tribal members to get law enforcement and tribal members to hold family members accountable for low/poor student attendance with limited success. The community is challenged with: alcohol abuse, drug abuse, domestic violence, sexual abuse, child neglect, suicide, developmental issues (otitis media, low birth weight, fetal alcohol syndrome and effect), all having a significant impact on student achievement. Tribal agencies, including social services, are overwhelmed with above-average caseloads. Social services personnel lack expected qualifications and struggle with complying with appropriate response times when crises requiring their attention occurs at the school sites. This has a profound negative impact on student achievement.

Alchesay High School (Tier I School):

Location Characteristics & Demographic Information: Alchesay High School serves 707 students from 9th-12th grades. The absence rate at the high school remains between 13% and 15%. Twenty percent (102) of the population is in special education; 15 are in a cross-categorical self-contained program and the remainder receive services through a resource model. The dropout rate holds steady at 38%. Attendance rate over a 3-year period is 85%; the 3-year average graduation rate is 33%. The high school incorporates an Alternative Learning Center for its population in an effort to provide opportunities for credit recovery and to continue education in an alternate setting. A Parent Advisory Council is present on campus; parents meet monthly. The physical plant of Alchesay High School moved last year from two campuses to one, using the CTE building as its main campus, adding mobile classrooms for eight teachers and continuing to use the Alternative Learning Center not only for alternative classes, but English classes as well

Size & Composition of Staff: The high school administration is comprised of one principal and two assistant principals. It also currently staffs an Instructional Coach, a School Improvement Coordinator, and Reading Specialist at the school. There are currently certified teachers and classified instructional staff at the high school. The school has experienced a principal turnover rate of five principals in the last six years. Last year there were an estimated 300 occurrences of drug/alcohol-related incidents at the school. There have been trainings and workshops on differentiated instruction, note-taking, and other areas of best practices and procedures; however, there has been limited success in consistent implementation. There is currently no method to monitor progress via computer management at the school at this time. ***Student:Teacher Ratio: 17.50:1*** (See Appendix A, Data: Comparability 11/30/2009)

Community Resources/Value and Attitudes Towards Education: Community Resources/Attitudes Toward Education: The following resources are offered on the reservation: Apache Behavioral Health, Indian Health Service, Johnson O'Malley Project, Rainbow Treatment Center, Tribal Education Department, Head Start, Johns-Hopkins, police and judicial systems, and Child Find. A low percentage of positive parental engagement and inadequate offerings of community-based social

services contribute to the challenges. Social issues present at the high school include: drug and alcohol possession, intent to sell/distribute, violence (assault: physical and sexual); attendance. Many students experience unresolved post-traumatic stress syndrome; lack of services compounds these issues. Dropout rates are directly tied to many of the social/emotional issues faced by students in the community. Students in high school have no incentive to graduate high school because the school represents safety, security, food, and a social network absent in the community at large. Therefore, many students purposely linger with one credit remaining to graduate until their twenty-first birthday rather than face the limited prospects and harsh realities of life after high school.

- **Canyon Day Jr. High (Tier I School):**

Location Characteristics & Demographic Information: Canyon Day Junior High School serves 220 students from 7th to 8th grades. Its school site is located approximately 7 ½ miles from Whiteriver in the community of Canyon Day. The absence rate at this school remains at 10%; 22% (48) of the population is in special education. Truancy remains a problem at the school despite the low student population. A Parent Advisory Council is present on campus; parents meet monthly.

Size & Composition of Staff: The current principal has been in that position for less than two years. Improvements in climate and culture have occurred with the new principal; however, students continue to demonstrate poor student achievement in math and reading. The school has had five principals in the past six years. An instructional coach was hired for the 2009-2010 school year to assist with school reform and restructuring efforts. Positions are difficult to fill; for example, a math specialist position and reading specialist position have been open since the Summer of 2009; to date the positions remain unfilled. The school recently implemented a formal assessment system for formative, 4-week and benchmark assessments. They are at the beginning level of building capacity to analyze data; thus far there has been inconsistent implementation of instructional strategies and best practices designed to improve student achievement, engagement, and motivation *Student:Teacher Ratio: 8.75:1.* (see Appendix A, Data: Comparability 11/30/2009)

Community Resources/Value & Attitudes Towards Education: The following resources are offered on the reservation: Apache Behavioral Health, Indian Health Service, Johnson O'Malley Project, Rainbow Treatment Center, Tribal Education Department, Head Start, Johns-Hopkins, police and judicial systems, and Child Find. The overall attitudes to education are not supported by the majority of parents in the area, although pockets of parents value education and press their children towards excellence. There continues to be a great deal of peer pressure not to exceed academically both within the school and community. Traditionally, many parents "release" their children into adulthood, leaving students with little or no supervision. Social issues include: profound chronic depression, violence (physical and sexual), self-injurious behavior, high tardiness and absences. There is no counselor at the school at the present time to address the psychological/emotional needs of the students. All of these issues have a profound negative impact on student achievement.

- **Seven Mile Elementary (Tier I School):**

Location Characteristics & Demographic Information: Seven Mile Elementary serves 400 K-6 students. Attendance rate is 93%. The school is located seven miles from Whiteriver in the community of Seven Mile. 16% of the population is in special education. Although the climate and environment of the school has improved, reading and math achievement remains low. Students entering the school are one to three years below school readiness age, as measured on the Peabody Picture

Vocabulary Test (Receptive Language). Bullying and intimidation are of concern at the school; there were 245 incidents of violent or criminal behavior at this elementary school; efforts to reduce incidents have met with limited success.

Size & Composition of Staff: The current principal has been in that position for less than two years. A Turnaround Principal has been available during the 2009-2010 to assist the current principal. and 22 teachers are on staff. This number does not include Federal positions. An effort has been made to design protected time for teachers to work on data analysis and collaborate on solutions for interventions; however, protected time and its definition is still widely misunderstood. In-service efforts in promoting best practices designed to improve student achievement and engagement have been inconsistently implemented. Efforts to implement school reform has met with some resistance from staff members, *Student: Teacher Ratio: 16.5:1* (See Appendix A, Data: Comparability, 11/30/2009)

Community Resources/Value & Attitudes Towards Education: The following resources are offered on the reservation: Apache Behavioral Health, Indian Health Service, Johnson O'Malley Project, Rainbow Treatment Center, Tribal Education Department, Head Start, Johns-Hopkins, police and judicial systems, and Child Find. The overall attitudes to education are not supported by the majority of parents in the area, although pockets of parents value education and press their children towards excellence. Parent involvement at Seven Mile remains below that of the other elementary schools in the district despite efforts to raise the number of parents attending conferences, workshops, and volunteer programs. There continues to be a great deal of peer pressure not to exceed academically both within the school and community. Social issues include: substance abuse, trauma, abuse/neglect (physical and sexual), depression, acting out behaviors, bullying/harassment, victims/witnesses of domestic violence, delayed social/emotional development.

• **Whiteriver Elementary School (Tier III School):**

• **Location Characteristics & Demographic Information:** Whiteriver Elementary School serves 379 K-6 students. The school is in a new building, but is historically the oldest of the three elementary school in the district. Attendance rate is 94%. 18% of the population is in special education, K-6. There are currently 68 students enrolled in the Early Childhood program. Incoming kindergarten students remain one to three years below the developmental age (based on Receptive Language results from the Peabody Picture Vocabulary Test). Students continue to have difficulty with English grammar and syntax, which has impacted reading comprehension and writing skills. The climate and environment of the school has improved, however, there were 145 violent or criminal behaviors encountered during the 2008-2009 school year.

• **Size & Composition of Staff:** The current principal has been in that position for two years. The student/teacher ratio for 2009 was 17.1:1. There are currently 23 non-Federal teachers on staff. The school currently has a Turnaround Coach who assists with school reform efforts. High staff turnover remains a factor in ensuring regular and steady student achievement in the areas of reading and math. Effective and consistent implementation of instructional strategies is difficult based on the high teacher turnover rate. *Student:Teacher Ratio: 17.1:1* (See Appendix A, Data: Comparability 11/30/2009)

• **Community Resources/Value & Attitudes Towards Education:** The following resources are offered on the reservation: Apache Behavioral Health, Indian Health Service, Johnson O'Malley Project, Rainbow Treatment Center, Tribal Education Department, Head Start, Johns-Hopkins, police and judicial systems, and Child Find. The overall attitudes to education are not supported by the majority of parents in the area, although pockets of parents value education and press their children towards excellence. Education is not viewed as a priority by parents. There continues to be a great deal of peer pressure not to exceed

academically both within the school and community. . Social issues include: substance abuse, trauma, abuse/neglect (physical and sexual), depression, acting out behaviors, bullying/harassment, victims/witnesses of domestic violence, delayed social/emotional development.

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

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

- **Whiteriver Unified School District:** Results of all assessments are in Appendix A, Data: Assessment Results
- **Culture/Climate Definitions:** There are two definitions of culture and climate that are used by the LEA. One defines the culture and climate of the LEA and/or schools being described and relate specifically to the standards and rubrics of school improvement. The other is the culture and climate of our community outside the boundaries of the district. Therefore, two aspects of culture and climate will be used for this section. District and Community Culture/Climate Strengths and Weaknesses immediately follow the District Mission, Vision, Values & Belief Statements section.
- **District Mission, Vision, Values & Belief Statements:** (*under revision*): The **mission** of the District is to provide dynamic educational opportunities for our children. Success-oriented learning activities must be designed to develop the person’s potential in the areas of: academic achievement and career awareness; cultural appreciation; physical well-being; social development; and community contribution.
- The District’s mission statement is supported by the **belief** that: schools are safe for children; educational experiences must be personalized; curricula must be aligned, challenging, and diverse; and quality teachers are the key to successful instructional outcomes.
- The District will provide schools that are: free from illegal drugs, violence, and weapons; nurturing and understanding of health, social, and culturally sensitive issues; safe. Students will demonstrate mastery on the state standards according to the AIMS and established district mastery levels in all grades; and indicate an increase in the graduation rate to at least ninety percent (90%). The curriculum will be personalized by providing ongoing professional training opportunities for employees and parents to learn the best educational practice techniques encompassing: content area, instructional delivery, research-based methodology and strategies; health, parenting skills; technology; and multicultural awareness.
- **District Culture/Climate Strengths & Weaknesses:** Needs Assessments results were analyzed for strengths and weaknesses as perceived by staff, parents and teachers within the district. An overview is indicated below. Detailed reports can be found in Appendix A, Data: Assessment Results

Assessment	Strengths	Weaknesses
LEA Annual	<u>Standard 4: LEA Culture, Climate,</u>	<u>Standard 4: LEA Culture, Climate,</u>

<p>Needs Assessment (School Leadership Teams and Governing Board members), administered in the Spring of each year</p>	<p><u>Communication</u></p> <ul style="list-style-type: none"> • Provides stakeholders with opportunities to participate in achieving LEA's goals, outcomes and improvements. • LEA has established discipline-based policies and procedures • LEA leaders demonstrate knowledge of federal, state, and local requirements to support focused improvement efforts and close achievement gaps, and policies and practices reflect a culture of commitment to continuous improvement. <p><u>Standard 2: LEA Curriculum, Instruction, Professional Development:</u></p> <ul style="list-style-type: none"> • LEA has written a core curriculum aligned with Arizona Academic Standards and is vertically and horizontally articulated across grade levels • LEA has implemented a process for evaluating and revising curriculum annually. 	<p><u>Communication</u></p> <ul style="list-style-type: none"> • Shared philosophy, commitment, ownership, vision mission and goals that promote a culture of excellence. • Safety issues are different between elementary and secondary campuses; programs are in place, but incidents still take place that make safety an issue • Parent involvement policy and manual needs to be updated <p><u>Standard 2: LEA Curriculum, Instruction, Professional Development</u></p> <ul style="list-style-type: none"> • Promote an individualized, continuous professional growth plan for all staff • Professional development plan needs to include job-embedded, continuous professional development • Promote professional learning communities for staff members within its schools
<p>Title VII Annual Needs Assessment (parents, teachers, staff) administered Fall of each year</p>		<p>The four priorities listed below are systemic; that is, these four emerge as priorities over time. See Appendix A, Data: Assessment Results for detail. The priorities for the 09-10 school year were: 1) Attendance , 2) Alcohol & Drug Education, 3) Academic Instruction, 4) Parent Involvement. These four priorities tend to rotate year to year.</p>

• **Community Culture Strengths/Weaknesses:**

Strengths	Weaknesses
<ul style="list-style-type: none"> Traditional beliefs, when voiced, create strong, resilient members of the tribe who value themselves, their heritage, their culture, and education Sober tribal members promote respect for all things and are aligned with general traditional native American beliefs along with a proud tradition of a warrior/raider society of 100 years ago Community members are talented, visually expressive and can exude the best qualities most sought after to foment change: strength of character, honor, discipline, intelligence, and humor. Community members are facing what at times seem to be insurmountable odds of generational poverty and the systemic dysfunctional behaviors associated with long-term alcoholism, drug addiction, neglect and abuse. 	<ul style="list-style-type: none"> Above average unemployment (82-85%) Lagging parental skills with young parents Alcoholism and drug-related crimes and offenses impact family members at a higher than national average Violent and dysfunctional behavior is accepted as the norm Pervasive lack of self-esteem and sense of self-worth pervade the fabric of the community Poverty rate is higher than the national average Suicide among youth is higher than the national average Other issues and rate that are higher than the national average are: diabetes, alcoholism, obesity, suicide, domestic violence, child abuse and neglect. Lack of a juvenile detention facility Number of law enforcement officers is deficient A large percentage of the community exist on the most basic rung of Maslow's Hierarchy of Needs ladder (Survival); the strong, sober members of the community are overtaxed with supporting those family members and clan members who are in need financially, emotionally, and socially.

- **Alchesay High School:** Results of all assessments are in Appendix A, Data: Assessment Results, Alchesay High School
- **Alchesay High School Culture/Climate:** The School Culture and Climate was evaluated using results from the following assessments: ASIP School Needs Assessment and Standards Assessment Inventory Assessment. Other perceptions of their climate and culture were gleaned from the LEA School Needs Assessment that was distributed to School Leadership teams regarding its perceptions of LEA leadership and needs. Alchesay High School and Community Culture/Climate Strengths & Weaknesses immediately follow the section on Alchesay High School's Mission, Value, and Belief Statements. Detailed information can be found in Appendix A, Data: Assessment Results, Alchesay High School.
- **Alchesay High School Mission, Vision, Values & Belief Statements:**
- **Mission:** Alchesay High School's mission is to provide the best educational program for students to realize their full potential.
- **Vision:** Alchesay High School students will achieve academic excellence in an atmosphere that fosters pride, respect, and responsibility.
- **Belief:** We believe all students can learn.

• **Alchesay High School Culture/Climate Strengths & Weaknesses:**

Assessment	Strengths	Weaknesses
ASIP School Needs	Standard 1: School & District Leadership	Standard 1: School & District Leadership

<p><u>Assessment.</u> Administered annually to staff at Alchesay High School</p>	<ul style="list-style-type: none"> • AHS staff works to build coherency and alignment • The leadership blends both expectations and support to ensure that systems are aligned to goals that focus on student achievement • AHS staff promotes and sustains continuous school improvement by allocating resources, monitoring progress and resource use, and providing organizational structure. <p><u>Standard 2: Curriculum, Instruction, Professional Development</u></p> <ul style="list-style-type: none"> • Staff monitors and evaluates curriculum and instructional programs based on student results and makes modifications as needed to ensure continuous school improvement. • Instructional materials and resources are aligned to Arizona Academic Standards <p><u>Standard 3: Classroom & School Assessments</u></p> <ul style="list-style-type: none"> • Test scores are used to identify gaps in curriculum or between groups of students for instructional implications • School and district coordinate implementation of state-required assessment and accountability programs 	<ul style="list-style-type: none"> • AHS staff perceives the district as lacking in leading an inclusive process of developing a sustained and shared philosophy, vision, and mission. • The current principal has not demonstrated skills necessary to lead a continuous school improvement process focused on increasing student achievement. <p><u>Standard 2: Curriculum, Instruction, Professional Development</u></p> <ul style="list-style-type: none"> • Teachers feel they lack in the area of exhibiting sufficient content knowledge to foster student learning. • Communicating curriculum expectations to all stakeholders • Using differentiated instruction to meet the learning needs of all students • Teachers exhibiting sufficient content knowledge to foster student learning <p><u>Standard 3: Classroom & School Assessments</u></p> <ul style="list-style-type: none"> • AHS staff feels there is a need for a clearly defined evaluation process that focuses directly on increasing student achievement that should be examined by the leadership of the school 	
<p>Standards Assessment Inventory. Administered annually in the late Fall</p>	<ul style="list-style-type: none"> • Staff remains focused on creating positive relationships between teachers and students • Staff expects high academic achievement from all of their students. 	<p><u>Family Involvement:</u></p> <ul style="list-style-type: none"> • Working with families to help support student learning at home • Renewed efforts to communicate school’s mission and goals to families and community • Efforts need to be placed in the area of searching for ways to involve families in their children’s education. <p><u>Learning Communities</u></p> <ul style="list-style-type: none"> • There is a need for a feedback system from their colleagues about classroom practices that work • Beginning teachers need to have an opportunity to work with more experienced teachers at the school • Time needs to be set up for teachers to examine student work with one another. <p><u>Resources</u></p> <ul style="list-style-type: none"> • Substitutes are not always available to cover classes when they need to observe each other’s 	

		classes or engage in other professional development opportunities.
Title VII Needs Assessment	<ul style="list-style-type: none"> No definitive strengths shown 	42% of the assessments sent out to parents, teachers and staff were returned; no staff member (non-certified) returned the assessments this year.
NCA Report	<ul style="list-style-type: none"> A profile of the school, its students, and the community is developed and maintained Policies and procedures provide for effective operation of the school Compliance with local, state, and federal laws, standards and regulations is evident Implements curriculum based on clearly defined expectations for student learning 	<ul style="list-style-type: none"> The school's vision and purpose guiding the teaching and learning process is not evident Establishment of a vision for the school in collaboration with its stakeholders is not evident Formative, benchmark and quarterly assessments are not evident Assessments in place have limited alignment with student expectations

• **Community Culture/Climate Strengths & Weaknesses as It Impacts and Relates to Alchesay High School:**

Strengths	Weaknesses
<ul style="list-style-type: none"> Close proximity to Tribal agencies and offices: BIA Mapping, Forestry; Game & Fish; tribal governing offices; <i>The Apache Scout</i>; Headstart; Northland Pioneer College; Homeless Shelter; service stations/convenience stores Potential to engage agencies and offices within close proximity in student engagement efforts 	<ul style="list-style-type: none"> Alchesay High School is located in the middle of the town of Whiteriver Law enforcement and judicial agencies do not enforce the truancy codes written by the tribal government Although a juvenile detention center building has been constructed in the past year, there are no funds to run the center; building has deficiencies that need to be addressed before it can be opened) Drug and alcohol-related incidents are extremely high (April 2010: 17 incidents in one day at Alchesay High School) Behavioral health agency on the reservation provides limited and sporadic report to students dealing with severe emotional and psychological issues that prevent them from dedicating themselves to the learning process There is a higher-than-national average of teen suicides on the reservation that has a direct impact on the life of the school and its community Limited parent participation

Canyon Day Junior High School: Results of all assessments are in Appendix A, Data: Assessment Results, Canyon Day Junior High School

- **Canyon Day Culture/Climate:** (based on SAI, ASIP and Title VII Needs Assessments). The School Culture and Climate was evaluated using results from the following assessments: ASIP School Needs Assessment and Standards Assessment Inventory Assessment. Other perceptions of their climate and culture were gleaned from the LEA School Needs Assessment that was distributed to School Leadership teams regarding its perceptions of LEA leadership and needs. Canyon Day Junior High School and Community Culture/Climate Strengths & Weaknesses immediately follow the section on Canyon Day Junior High School’s Mission, Value, and Belief Statements. Detailed information can be found in Appendix A, Data: Assessment Results, Canyon Day Junior High School.
- **Canyon Day Mission, Vision, Values & Belief Statements**
- **Mission:** Canyon Day Junior High School’s mission is to provide the best educational program for students to realize their full potential.
- **Vision:** Canyon Day Junior High School students will achieve academic excellence in an atmosphere that fosters pride, respect, and responsibility.
- **Belief:** We believe all students can learn.
- **Canyon Day Junior High School Culture/Climate Strengths & Weaknesses:**

Assessment	Strengths	Weaknesses
<p>ASIP Needs Assessment. Administered annually in late Fall to teachers and staff</p>	<p><u>Standard 1: School & District Leadership</u></p> <ul style="list-style-type: none"> • The current leadership at CDJHS promotes and sustains continuous school improvement by allocating resources, monitoring progress and resource use, and providing organization structure • The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement <p><u>Standard 2: Curriculum, Instruction, Professional</u></p>	<p><u>Standard 1: School & District Leadership</u></p> <ul style="list-style-type: none"> • Leadership has difficulty actively promoting ongoing, two-way communication among multiple stakeholder groups • There does not appear to be time is allocated and protected to focus on curricular and instructional issues • School is not organized to maximize equitable use of all available fiscal resources to support high student and staff performance. <p><u>Standard 2: Curriculum, Instruction,</u></p>

		<p><u>Development</u></p> <ul style="list-style-type: none"> • Teachers and staff promote high expectations of students and recognize and accept their professional role in student success and failure • Teachers exhibit sufficient content knowledge to foster student learning. <p><u>Standard 3: Classroom & School Assessments</u></p> <ul style="list-style-type: none"> • School and classroom assessments are aligned to Arizona Academic Standards and/or performance objectives • CDJHS sees the district and school leadership coordinating implementation of state-required assessment and accountability programs. 	<p><u>Professional Development</u></p> <ul style="list-style-type: none"> • There are weaknesses in staff monitoring and evaluating curriculum and instructional programs based on student results • There are weak links in instructional planning with Arizona Academic standards and curriculum alignment, instruction, practice, formative and summative assessments, reviewing/re-teaching and using appropriate interventions to promote student achievement • Use of differentiated instruction to meet the learning needs of all students <p><u>Standard 3: Classroom & School Assessment</u></p> <ul style="list-style-type: none"> • Use of multiple and varied assessments and evaluation strategies are limited 	
		<p><u>Standard 4: School Culture, Climate, Communication</u></p> <ul style="list-style-type: none"> • Policy, leadership, and staff support for an equitable code of discipline • Teachers and staff build positive nurturing relationships with students • Students are provided with a variety of learning opportunities within the normal school day. 	<ul style="list-style-type: none"> • Using assessments to re-focus student learning on targets to enable them to meet/exceed standards is limited • Data-driven decision-making is not a strength; the staff feels they require intense training in the use of this model to make informative decisions about student learning and teaching • LEA and school need to create a specific monitoring plan to monitor and report student progress <p><u>Standard 4: School Culture, Climate, Communication</u></p> <ul style="list-style-type: none"> • Not all members of the school community are active partners in governance and support and participation in schoolwide 	

<p>Title VII Needs Assessment Survey administered annually in Early Fall</p>	<p>81% of the assessments sent out to CDJHS parents, teachers and staff were returned. 82% of the parents returned their assessments, 84% of the teachers returned theirs and 50% of the staff returned theirs. This was the highest return rate for the assessment in the district</p>	<p>improvement efforts.</p>
<p><u>Standards Assessment Inventory.</u> Administered Late Fall annually</p>	<p><u>Leadership</u></p> <ul style="list-style-type: none"> • Staff considers the current principal to be "empowering" <p><u>Learning Communities</u></p> <ul style="list-style-type: none"> • Teachers meet as a whole staff to discuss ways to improve teaching and learning <p><u>Quality Teaching:</u></p> <ul style="list-style-type: none"> • Most professional development offered at the school models instructional strategies that can be used in classroom <p><u>Resources</u></p> <ul style="list-style-type: none"> • Teachers feel their school goals determine how resources are allocated <p><u>Data-Driven Decision-Making</u></p> <ul style="list-style-type: none"> • Learning to use classroom data with each other to improve student learning <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • There is time to discuss what they (teachers) have learned from their professional development experiences and that when they adopt school improvement initiatives, they try to stay with them long enough to see if changes in instructional practice and student performance occur. 	<p><u>Family Involvement</u></p> <ul style="list-style-type: none"> • Being provided opportunities to learn how to involve families in their children's education • Working with community members to help students achieve academic goals <p><u>Learning Communities</u></p> <ul style="list-style-type: none"> • Receiving feedback from colleagues about instructional practices <p><u>Quality Teaching:</u></p> <ul style="list-style-type: none"> • Teachers being provided opportunities to gain deep understanding of the subjects they teach <p><u>Equity:</u></p> <ul style="list-style-type: none"> • Receiving training on curriculum and instruction for students at different levels of learning <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Teachers having opportunities to learn how to use technology to enhance instruction <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Setting aside time to discuss what was learned from professional development experiences • Using evaluations to plan professional development choices. <p><u>Design</u></p> <ul style="list-style-type: none"> • Teacher prior knowledge and

			experience are not taken into consideration very often when designing staff development at the school
CDJHS Solutions Team Findings, March 2008	<ul style="list-style-type: none"> • Friday professional development release days (every other week in the afternoons) • School Leadership team is more inclusive of all content and specialty areas • AIMS data is used to identify students in need of intervention and enrichment • Curriculum mapping is present • Open House is offered to parents of students at CDJHS • Quality instructional practices exist in some classrooms • Public recognition of student achievement occurs regularly 	<ul style="list-style-type: none"> • Inconsistent articulation of ASIP to faculty • Parent community not involved in the ASIP process • No evidence of instructional calendars • Higher order questioning is not present in most classrooms • Differentiated instructional strategies are not present • Professional development does not appear to be job-embedded • There is no comprehensive assessment or quarterly benchmark assessment or 4-week assessment systems in place. <i>(this finding was used to develop formative, 4-week and benchmark assessment calendar and plan for CDJHS for the 2009-2010 school year, with full implementation for 2010-2011)</i> • No evidence that the school and district function together as an effective learning community <i>(this finding has changed since 2008; a new principal is the instructional leader of CDJHS and with that focus on creating effective learning communities at the school and with the district)</i> • Student and staff celebrations need to be prioritized 	
2010 TIPS Report	•	•	

• Community Culture/Climate Strengths & Weaknesses as It Impacts & Relates To Canyon Day Junior

High School

Strengths	Weaknesses
<ul style="list-style-type: none"> • Located 7 ½ miles from the downtown center of Whiteriver • The school is located in a much smaller community than the high school or one of the elementary schools in the LEA • Semi-isolated area surrounded by housing in the Canyon Day neighborhood • Positive emphasis in the community immediately surrounding the school are: rodeos, cowboys, ranching and cattle • Farming enterprise is within two miles of the school • Strong traditional ties 	<ul style="list-style-type: none"> • Increase in drug- and alcohol-related violence in the community • Some of the most violent attacks on the reservation have occurred in or near the Canyon Day Community in the past two years • Community focus is on rodeos, cattle, cowboys and sports; these interests sometimes supersede striving for academic achievement

- **Seven Mile Elementary School:** Results of all assessments are in Appendix A, Data: Assessment Results, Seven Mile Elementary School
- **Seven Mile Elementary School Culture/Climate:** (based on SAI, ASIP and Title VII Needs Assessments). The School Culture and Climate was evaluated using results from the following assessments: ASIP School Needs Assessment and Standards Assessment Inventory Assessment. Other perceptions of their climate and culture were gleaned from the LEA School Needs Assessment that was distributed to School Leadership teams regarding its perceptions of LEA leadership and needs. Seven Mile Elementary School and Community Culture/Climate Strengths & Weaknesses immediately follow the section on Seven Mile Elementary School’s Mission, Value, and Belief Statements. Detailed information can be found in Appendix A, Data: Assessment Results, Seven Mile Elementary School.
- **Seven Mile Elementary School Mission, Vision, Values & Belief Statements** Not updated at this time
- **Seven Mile Elementary School Culture/Climate Strengths & Weaknesses:**

Assessment	Strengths	Weaknesses
ASIP School Needs Assessment. Administered annually in the Fall of every	<u>Standard 4: School Culture, Climate, Communication</u> <ul style="list-style-type: none"> • Student achievement is highly valued and publicly celebrated • There is policy, leadership, and staff support for an equitable 	<u>Standard 4: School Culture, Climate, Communication</u> <ul style="list-style-type: none"> • A shared philosophy of commitment, ownership, vision, mission and goals needs to be updated that promotes a culture of excellence

<p>school year.</p>	<p>code of discipline</p> <p><u>Standard 2: Curriculum, Instruction, Professional Development</u></p> <ul style="list-style-type: none"> • A variety of scientifically research-based strategies and best or proven practices are available to teachers • Instructional materials and resources are aligned to Arizona Academic Standards and performance objectives; there is research-based evidence of their effectiveness. 	<ul style="list-style-type: none"> • There is a need for promoting social skills, conflict management, and prevention programs so that students are prepared and ready to learn <p><u>Standard 2: Curriculum, Instruction, Professional Development</u></p> <ul style="list-style-type: none"> • Several responses in this section were lower on the point scale for 2009-2010 than for 2008-2009 • A systematic process for monitoring, evaluating and reviewing the curriculum should be more evident • Use of differentiated instruction to meet learning needs of all students • Need for job-embedded professional development <p><u>Standard 3: Classroom & School Assessments</u></p> <ul style="list-style-type: none"> • There were no responses to this section either in 2008-2009 or 2009-2010 	
<p>Title VII Needs Assessment administered annual in Early Fall</p>		<p>23% of the needs assessments distributed for Seven Mile Elementary parents, teachers and staff were returned. 23% of the parents returned their surveys, 43% of the teachers and no classified staff returned theirs. This was the lowest return rate in the district</p>	
<p>Standards Assessment Inventory (SAI) administered annually in late Fall/early Winter</p>	<p><u>Family Involvement</u></p> <ul style="list-style-type: none"> • Teachers work with families to help them support student learning at home • SME's principal models how to build relationships with student families <p><u>Equity</u></p> <ul style="list-style-type: none"> • Teachers at SME expect high academic achievement for all their students • Teachers and leaders at SME are focused on creating positive relationships between teachers and students <p><u>Learning Communities</u></p>	<p><u>Family Involvement</u></p> <ul style="list-style-type: none"> • Need to increase opportunities for teachers to learn how to involve families in their children's education. • Strategies to work with community members to help students achieve academic goals. <p><u>Equity</u></p> <ul style="list-style-type: none"> • Training on curriculum and instruction for students at different levels of learning <p><u>Quality Teaching</u></p> <ul style="list-style-type: none"> • Provide opportunities for teachers to gain deep understanding of the subjects they teach. 	

	<ul style="list-style-type: none"> • Opportunities are provided to observe each other's classroom instruction as a way to improve teaching. <p><u>Leadership</u></p> <ul style="list-style-type: none"> • Teachers have used the word "empowering" to describe their principal at SME • The principal fosters a school culture that is focused on instructional improvement <p><u>Design</u></p> <ul style="list-style-type: none"> • Teacher professional development is part of SME's school improvement plan. 	<ul style="list-style-type: none"> • Provide professional development that models instructional strategies that can be used in the classroom <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Evaluation design of professional development activities needs to be present and as an integral part of a professional development program revision at the district and school levels • Setting aside time to discuss what has been learned from professional development experiences. • Determine how to use several sources to evaluate effectiveness of professional development on student learning
TIPS Team Findings March 2009	<ul style="list-style-type: none"> • Hire 2 Turnaround Coaches • Place a Mentor Principal to assist principal • Attend mandated set of professional development trainings • Revise school-wide behavior plan to address bullying and intimidation 	<ul style="list-style-type: none"> • Minimal implementation of school improvement plan • Minimal alignment with AZ Academic standards • Teacher training and professional development are not linked to ASIP goals • Minimal prioritization of its budget to support implementation of ASIP

• **Community Culture/Climate Strengths & Weaknesses as It Impacts & Relates To Seven Mile Elementary School**

Community Strengths	Community Weaknesses
<ul style="list-style-type: none"> • Located 7 miles from the downtown center of Whiteriver • Semi-isolated and located in and around the community of Seven Mile • Second elementary school established with land donated by Mary V. Riley in the 1970's • Traditional values and Apache language more prevalent in this community and school than at the other schools in the LEA • Cowboys, horses, cattle and rodeos are an 	<ul style="list-style-type: none"> • A dramatic rise in violent and criminal behaviors has occurred at this school over the past year • Mixed messages are sent and received by community members regarding commitment to academic excellence

integral part of community life in Seven Mile

- East Fork Mission School, a Lutheran private school, is also located in the area and serves high school students
- Federal grant participation in a Counseling Program for Elementary Students that includes a psychologist and masters social workers who counsel at each of the three elementary schools in the district

- **Whiteriver Elementary School:** Results of all assessments are in Appendix A, Data: Assessment Results, Whiteriver Elementary School
- **Whiteriver Elementary School Culture/Climate:** (based on SAI, ASIP and Title VII Needs Assessments). The School Culture and Climate was evaluated using results from the following assessments: ASIP School Needs Assessment and Standards Assessment Inventory Assessment. Other perceptions of their climate and culture were gleaned from the LEA School Needs Assessment that was distributed to School Leadership teams regarding its perceptions of LEA leadership and needs. Whiteriver Elementary School and Community Culture/Climate Strengths & Weaknesses immediately follow the section on Whiteriver Elementary School’s Mission, Value, and Belief Statements. Detailed information can be found in Appendix A, Data: Assessment Results, Whiteriver Elementary School.
- **Whiteriver Elementary School Mission, Vision, Values & Belief Statements:** Mission Statement: Whiteriver Elementary School offers a safe learning environment that guides all students to reach their highest potential. The vision statement will be revised next year (2010-2011).
- **Whiteriver Elementary School Culture/Climate Strengths & Weaknesses:**

Assessment	Strengths	Weaknesses
ASIP School Needs Assessment. Administered annually in Late Fall/Early	<u>Standard 1: School & District Leadership</u> <ul style="list-style-type: none"> • Leadership is developed and involved at all stakeholder 	<u>Standard 2: Curriculum, Instruction, Professional Development</u> <ul style="list-style-type: none"> • A systematic proves for monitoring, evaluating, and

	Winter	<p>levels, with a strong emphasis on teacher leadership</p> <ul style="list-style-type: none"> • Leadership works to commit administrative support and professional development to create a student-centered, teacher-led learning community. <p><u>Standard 3: Classroom & School Assessments</u></p> <ul style="list-style-type: none"> • Multiple and varied assessments and evaluation strategies are used appropriately and effectively. • Test scores are used to identify gaps in curriculum or between groups of students for instructional implications. <p><u>Standard 4: School Culture, Climate, Communication</u></p> <ul style="list-style-type: none"> • Teachers and staff build positive, nurturing relationships with students and work to improve student attendance and mobility rates. 	<p>reviewing the curriculum needs to be strengthened</p> <ul style="list-style-type: none"> • Curriculum expectations need to be communicated to all stakeholders • Technology needs to be integrated effectively into classroom instruction and used as a teacher resource tool for planning, delivery, assessment, monitoring progress, and communicating information. • Teachers continue to need continued professional development in order to exhibit sufficient content knowledge to foster student learning. <p><u>Standard 3: Classroom & School Assessments</u></p> <ul style="list-style-type: none"> • Continued efforts need to be implemented to ensure that assessments are used to re-focus student learning on targets to enable them to meet/exceed standards. • School and classroom assessments need to be reviewed and aligned to Arizona Academic Standards and performance objectives • 	
	Title VII Needs Assessment Survey administered annually		26% of the needs assessments sent out for 2009-2010 were returned. 24% were returned by parents, 70% returned by teachers, and 16% returned by other WES staff.	
	Standards Assessment Inventory (SAI) administered annually in late Fall/early Winter	<p><u>Family Involvement:</u></p> <ul style="list-style-type: none"> • Teachers work with families to help them support students' learning at home • Communicating the school's mission and goals to families and community members is a priority. 	No striking weaknesses found in the results of the Standards Assessment Inventory, either for 2008-2009 or 2009-2010. Some positive shifts were made but no one item in any of the categories stands out as a weakness.	

		<p><u>Equity</u></p> <ul style="list-style-type: none"> • Teachers show respect for student sub-populations • Teachers expect high academic achievement for all students <p><u>Quality Teaching</u></p> <ul style="list-style-type: none"> • Teachers are provided an opportunity to gain a deep understanding of the subjects they teach • Teachers use research-based instructional strategies • Teachers examine work with each other <p><u>Leadership</u></p> <ul style="list-style-type: none"> • The principal is committed to providing teachers with opportunities to improve instruction • The word empowering is used to describe the principal <p><u>Data-Driven</u></p> <ul style="list-style-type: none"> • Teachers use student data when discussing instruction and curriculum. • Teachers analyze classroom data with each other to improve student learning <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Time is set aside to discuss what has been learned from professional development experiences. <p><u>Research-Based</u></p> <ul style="list-style-type: none"> • The school uses educational research to select programs • When considering school improvement programs, the question is asked whether the program has resulted in student achievement gains <p><u>Design</u></p>		
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		<ul style="list-style-type: none"> Teacher professional development is part of WES' School Improvement Plan <p><u>Learning</u></p> <ul style="list-style-type: none"> Teachers receive support implementing new skills until they become a natural part of instruction. <p><u>Collaboration</u></p> <ul style="list-style-type: none"> WES faculty learns about effective ways to work together. Time is structured for teachers to work together to enhance student learning 	
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Community Culture/Climate Strengths & Weaknesses as It Impacts & Relates To Whiteriver Elementary School

Community Strengths	Community Weaknesses
<ul style="list-style-type: none"> The first elementary school created in WUSD in the 1970's Located in the town center of Whiteriver Proximity to Headstart, Apache Scout, tribal government offices, Forestry, Game & Fish The community takes pride in the long-lasting presence of Whiteriver Elementary School within the District Active Parent Advisory Council Site of 1st Annual Parent Conference, Fall 2009, sponsored by Federal Programs PAC Federal grant participation in a Counseling Program for Elementary Students that includes a psychologist and masters social workers who counsel at each of the three elementary schools in the district 	<ul style="list-style-type: none"> Proximity to the town center of Whiteriver Proximity to the high school Lagging parent skills Escalation of drug- and alcohol-related incidents in and around the boundaries of Whiteriver Elementary School

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.
- **Note:** All LEA and School AYP, AIMS, and AZ Learns data are included in Appendix A, Data. This section is divided by: LEA (WUSD), Alchesay High School, Canyon Day Junior High School, Seven Mile Elementary School, and Whiteriver Elementary School.

- **Whiteriver Unified School District:** AYP Determinations can be found in Appendix A, Data: AYP Determinations. Whiteriver Unified School District remains in Corrective Action (CA3) and, within the AZ Learns determinations did not meet reclassification requirements for K-8 and the accompanying ELL subgroups. A Chamber of Commerce look at AIMS scores for the past three years were as follows: 2006-2007 was 40%; 2007-2008 was 38%; and 2008-2009 was 43%. AYP Determination for the district was that it did not make AYP (Adequate Yearly Progress). The breakdown was as follows: Did *not meet percentage tested*; *did not meet test objectives*, met graduation rate (71%)
- **Alchesay High School:** AYP Determinations can be found in Appendix A, Data: AYP Determinations. Did not make AYP (Adequate Yearly Progress) over the past three years; AZ Learns: 2006-2007 Performing Plus; 2007-2008 Performing; and 2008-2009 Performing; AZLearns is Restructuring Implementation Year 2

Year	Math	Reading	Attendance Rate	Graduation Rate
06-07	37	50	90	34
07-08	25	45	84	31
08-09	27	47	81	71

- **Canyon Day Junior High School:** AYP Determinations can be found in Appendix A, Data: AYP Determinations. Did not make AYP (Adequate Yearly Progress) over the past three years; AZ Learns: 2006-2007 Performing; 2007-2008 Underperforming; 2008-2009 Underperforming

Year	Math		Reading		Attendance Rate
	7 th	8 th	7 th	8 th	
06-07	40	35	51	43	91
07-08	38	37	50	47	90
08-09	36	30	43	48	90

- **Seven Mile Elementary School:** Did not make AYP (Adequate Yearly Progress) over the past three years; AZ Learns: Underperforming for the past three years. Indicators regarding AYP Details indicated that the school met percent tested, did not meet test objectives, and met the attendance rate (exceeded by 3% the 90% minimum for the elementary level)

AIMS Years	Math				Reading				Attendance Rate
	3 rd	4 th	5 th	6 th	3 rd	4 th	5 th	6 th	
06-07	37	34	23	39	27	43	28	22	93
07-08	33	26	25	43	27	30	32	37	93
08-09	24	24	16	56	27	25	31	46	94

Whiteriver Elementary School (Tier III): (AYP Determinations can be found in Appendix A, Data: AYP Determinations). Did not make AYP (Adequate Yearly Progress) over the past three years; AZ Learns: 2006-2007 Performing; 2007-2008 Underperforming; 2008-2009 Performing. AYP Indicators for the 2008-2009 school year indicates that the school met the percent tested, did not meet test objectives, and met the attendance rate, exceeding the 90% ceiling by 4%.

AIMS Years	Math				Reading				Attendance Rate
	3 rd	4 th	5 th	6 th	3 rd	4 th	5 th	6 th	
06-07	30	12	10	32	26	25	21	40	93
07-08	30	23	19	9	27	30	26	22	95
08-09	30	28	17	44	37	40	30	44	94

****The following is baseline data that needs to be included with your LEA Application.**

School Improvement Grant

BASELINE DATA (To be submitted with SIG LEA Application)

Allchesay High School (Tier I)

See Appendix A, Data: AYP Determinations, AIMS Summaries, Absence Rates, AZ School Reports, Staff: Student Ratio, Needs Assessment Results

An SEA must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the SEA need report only the identity of the school and the intervention taken--i.e., school closure.

<u>SCHOOL DATA</u>	BASELINE		
	2007-2008 Optional	2008-2009 Must Complete	2009-2010 Optional
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Curriculum	Curriculum	Curriculum
AYP status	Did not meet AYP	Did not meet AYP	Did not meet AYP
Which AYP targets the school met and missed	% Tested No Test Objectives: No Grad Rate No	% Tested No Test Objectives: No Grad Rate No	% Tested No Test Objectives: No Grad Rate Yes
School improvement status	Restructuring Planning	Restructuring Imp Yr 1	Restructuring Imp Yr 2
Number of minutes within the school year	Instruction time , USFR: 720 hours x 60 = 43,200 minutes		
STUDENT OUTCOME/ACADEMIC PROGRESS DATA: Alchesay High School 10th Grade Math and Reading ONLY			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	Reading 45% Math 25%	Reading 47% Math 27%	Not available at this time

Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	Reading 99% Math 88%	Reading 99% Math 94%	Not available at this time
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup			Not available at this time
Percentage of limited English proficient students who attain English language proficiency			Not available at this time
Graduation rate	31%	71%	Not available at this time
Dropout rate	26%	17%	Not available at this time
Student attendance rate	ADMS75 Report Absence Rates 9 th 7.37% 10 th 9.09% 11 th 11.94% 12 th 11.69% Total 10.04%	ADMS75 Report Absence Rates 9 th 8.93% 10 th 8.31% 11 th 12.12% 12 th 10.51% Total 9.98%	ADMS75 Report (Aug – March 31, 2010) Absence Rates 9 th 15.81% 10 th 14.17% 11 th 13.25% 12 th 15.81% Total 14.80% School Master “live data” as of 4/26/2010 is at 25.7%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	10%	11%	Not available at this time
College enrollment rates	10% estimate	10%	
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	Safe Schools Report Violent or Criminal Behavior Total incidents 207	Safe Schools Report Violent or Criminal Behavior Total incidents 648	Safe Schools Report No figures available at this time.

Truants			
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system		Exceeds 2 Meets 39 Approaches 4 Falls Far Below 0	Not available at this time
Teacher attendance rate	Not available	80%	75-80% to date

School Improvement Grant

BASELINE DATA (To be submitted with SIG LEA Application)

Canyon Day Junior High School (Tier I)

See Appendix A, Data: AYP Determinations, AIMS Summaries, Absence Rates, AZ School Reports, Staff: Student Ratio, Needs Assessment Results

An SEA must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the SEA need report only the identity of the school and the intervention taken--i.e., school closure.

SCHOOL DATA: AYP and Improvement Status Information From AYP Determinations, 2008 and 2009	BASELINE		
	2007-2008 Optional	2008-2009 (Must Complete)	2009-2010 Optional
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Curriculum	Curriculum	Curriculum
AYP status	Did not make AYP	Did not make AYP	Not available at this time
Which AYP targets the school met and missed	Percent Tested Yes Met Test Objectives No Attendance Rate Yes	Percent Tested Yes Met Test Objectives No Attendance Rate Yes	Not available at this time
School improvement status	Underperforming	Underperforming	Not available at this time
Number of minutes within the school year	1,068 hours x 60 minutes = 64,080 minutes		
STUDENT OUTCOME/ACADEMIC PROGRESS DATA: AYP Determinations Used for 2008 and 2009			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	7 th Math 38 8 th Math 37 7 th Reading 50 8 th Reading 47	7 th Math 36 8 th Math 30 7 th Reading 43 8 th Reading 38	Not available at this time
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	7 th Math 96 8 th Math 97 7 th Reading 96	7 th Math 95 8 th Math 97 7 th Reading 96	Not available at this time

	8th Reading 97	8th Reading 97	
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup			
Percentage of limited English proficient students who attain English language proficiency			
Graduation rate	<i>Not applicable to this school</i>		
Dropout rate/Mobility Rate (the LEA defines mobility rate as the number of students who enroll and withdraw several times a year and transfer to other schools on and off the reservation)			
Student attendance rate	Absence 11.97%	Absence 11.38%	Absence 10.04% to date
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	<i>Not applicable to this school</i>		
College enrollment rates	<i>Not applicable to this school</i>		
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	AZ Safe Schools Report 165	AZ Safe Schools Report 78	Not available at this time
Truants			
TALENT			
Distribution of teachers by performance level on LEA’s teacher evaluation system		Exceeds 4 Meets 10 Approaches 3 Falls Far Below 2 <i>2 FFB and 1 Approaches no longer with CDJHS</i>	Not available at this time
Teacher attendance rate	--	95%	Not available at this time

School Improvement Grant

BASELINE DATA (To be submitted with SIG LEA Application)

Seven Mile Elementary (Tier I)

See Appendix A, Data: AYP Determinations, AIMS Summaries, Absence Rates, AZ School Reports, Staff: Student Ratio, Needs Assessment Results

An SEA must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the SEA need report only the identity of the school and the intervention taken--i.e., school closure.

SCHOOL DATA	BASELINE		
	2007-2008 Optional	2008-2009 (Must Complete)	2009-2010 Optional
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)		Curriculum	Curriculum
AYP status	Did not meet AYP	Did not meet AYP	Not available at this time
Which AYP targets the school met and missed	% Tested: Yes Test Objectives: No Attendance Rate: Yes	% Tested: Yes Test Objectives: No Attendance Rate: Yes	
School improvement status	Restructuring Implementation Yr 1 Failing to meet academic standards	Restructuring Implementation Yr 2 Failing to meet academic standards	
Number of minutes within the school year	890 hours x 60 minutes = 53,400 minutes		
STUDENT OUTCOME/ACADEMIC PROGRESS DATA: Used 2008 and 2009 AYP Determination Detail Data			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	3 rd Math 32 3 rd Reading 27 4 th Math 26 4 th Reading 30	3 rd Math 27 3 rd Reading 28 4 th Math 23 4 th Reading 25	

	5th Math 23 5th Reading 30 6th Math 43 6th Reading 35	5th Math 16 5th Reading 28 6th Math 53 6th Reading 51	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	3rd Math 100 3rd Reading 100 4th Math 100 4th Reading 100 5th Math 100 5th Reading 100 6th Math 100 6th Reading 100	3rd Math 100 3rd Reading 100 4th Math 99 4th Reading 99 5th Math 98 5th Reading 98 6th Math 98 6th Reading 98	
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup			
Percentage of limited English proficient students who attain English language proficiency			
Graduation rate	<i>Not applicable to this school</i>		
Dropout rate/Mobility Rate (the LEA defined mobility rate as the number of students who enroll and withdraw several times a year and transfer back and forth between schools on and off the reservation)			
Student attendance rate	Absence Rate 1.02%	Absence Rate 6.47%	Absence Rate To Date 6.43%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	<i>Not applicable to this school</i>		
College enrollment rates	<i>Not applicable to this school</i>		
STUDENT CONNECTION AND SCHOOL CLIMATE			

Discipline incidents	157	245	Not available at this time
Truants			
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system		Exceeds 0 Meets 8 Approaches 7 Falls Far Below 6 <i>2 FFBs have since left the school</i>	Not available at this time
Teacher attendance rate		93%	Not available at this time.

School Improvement Grant

BASELINE DATA (To be submitted with SIG LEA Application)

Whiteriver Elementary (Tier III)

See Appendix A, Data: AYP Determinations, AIMS Summaries, Absence Rates, AZ School Reports, Staff: Student Ratio, Needs Assessment Results

An SEA must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the SEA need report only the identity of the school and the intervention taken--i.e., school closure.

SCHOOL DATA	BASELINE		
	2007-2008 Optional	2008-2009 (Must Complete)	2009-2010 Optional
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Curriculum	Curriculum	Curriculum
AYP status	Did not make AYP	Did not make AYP	Not available at this time
Which AYP targets the school met and missed	% Tested: Yes Test Objectives: No Attendance Rate: Yes	% Tested: Yes Test Objectives: No Attendance Rate: Yes	Not available at this time
School improvement status	Corrective Action: Failing to meet academic standards	Restructuring Planning: Performing	Not available at this time
Number of minutes within the school year	890 hours x 60 minutes = 53,400 minutes		
STUDENT OUTCOME/ACADEMIC PROGRESS DATA			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	3rd Math 28 3rd Reading 27 4th Math 26 4th Reading 28	3rd Math 33 3rd Reading 41 4th Math 30 4th Reading 40	

	5th Math 18 5th Reading 26 6th Math 10 6th Reading 25	5th Math 20 5th Reading 26 6th Math 47 6th Reading 53	Not available at this time
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	3rd Math 100 3rd Reading 100 4th Math 100 4th Reading 100 5th Math 98 5th Reading 98 6th Math 98 6th Reading 98	3rd Math 98 3rd Reading 98 4th Math 98 4th Reading 98 5th Math 100 5th Reading 100 6th Math 100 6th Reading 100	Not available at this time
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup			
Percentage of limited English proficient students who attain English language proficiency			
Graduation rate	<i>Not applicable to this school</i>		
Dropout rate/Mobility Rate: Mobility Rate in the LEA refers to those students who enroll and withdraw several times a school year and transfer to either other schools on or off the reservation			
Student attendance rate	Absence Rate 1.02%	Absence rate 6.47%	Absence Rate to Date 6.43%
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	<i>Not applicable to this school</i>		
College enrollment rates	<i>Not applicable to this school</i>		
STUDENT CONNECTION AND SCHOOL CLIMATE			

Discipline incidents	123	156	Not available at this time
Truants			
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system		Exceeds 6 Meets 14 Approaches 8 Falls Far Below 1	Not available at this time
Teacher attendance rate	--	93%	Not available at this time

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	Screening and interviewing are intensive and conducted by administrators in the district	Selection of administrators for the district's unique needs and staff has not always been successful. Salaries are not commiserate with salaries in other parts of the state in order to attract and retain highly effective dynamic leaders; input from other stakeholders in the interview process should be included in the hiring phase of administrators	A job description for a high school Turnaround Principal has been developed, along with a job description for a Turnaround Director who will coordinate efforts with the Tier I schools.
District has a comprehensive plan for recruiting and retaining highly effective teachers and leaders.	The Title II piece in each of the five ASIPs as well as the Title II piece of the LEA's current Corrective Action Plan allows for recruiting and retention (see Appendix B, Title II)	Enticing highly effective leaders to a rural area has been a problem; HR Director needs to be more directly involved with administrators in the recruiting process and providing support to LEA leaders in recruitment as well as providing support to first year administrators in the district	Build networking connections with coordinators at universities and actively recruit at career and job fairs across the State by the HR Director and current administrators who can offer contracts upon interviewing candidates at events; build up advertising budget to include online and educational publications (e.g. <i>Education Week</i> , <i>ASCD Educational Leadership</i> , etc.)

<p>There is a process to evaluate principals' abilities to demonstrate behavioral competencies of instructional leadership</p>	<p>Current system provides for evaluation by supervisor (superintendent/assistant superintendent)</p>	<p>The evaluation protocol is outdated and will need to be revised and aligned with Professional Standards for Administrators</p>	<p>Research how to rewrite evaluation protocols for administrators that reflect their tasks and responsibilities in a 21st century school</p>
<p>The LEA aligns personnel evaluations to effective instructional performance</p>	<p>Teacher evaluation system was revised 7-8 years ago and was based on FAME and existing parameters at the time</p>	<p>Professional Teaching Standards and Continuum of Teacher Development are not part of the current evaluation system. The evaluation document and process needs to be revised and updated.</p> <p>Evaluation instruments for other personnel need to be reviewed and updated according to any revised job descriptions completed by consultant and HR Director</p>	<p>Personnel job descriptions for all personnel need to be updated to reflect additional tasks and responsibilities that reflect the 21st century (e.g., computer skills now required for attendance, electronic communication for office assistants); hire a consultant to conduct interviews with employees in collaboration with HR Director to update job descriptions as quickly as possible</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>No policies exist at this time</p>	<p>Some policies need to be re-examined for those Tier 1 Schools who perceive some district policies as restrictive (staffing, budgeting, scheduling).</p>	<p>Identify those procedures by schools and stakeholders that could restrict school innovation during the restructuring process; specify those procedures that will be revised to allow for innovation by the Tier I and Tier III schools; establish a schedule to review the policies that have been revised within a pre-determined timeline to see if they should be changed permanently or can be changed permanently after the restructuring process is over</p>

<p>District has a plan to monitor implementation of the intervention model or school improvement plan. This would include processes to be used, timelines, benchmarks, consequences, etc.</p>	<p>A Peer Review Process was implemented 2009-2010 to review ASIP and Schoolwide Plans. Principals and School Improvement specialists meet once a month to discuss issues pertaining to progress with school improvement and curriculum.</p>	<p>There is currently no formal monitoring system in place with regard to the Tier I or Tier III schools. The plan needs to be created with clear understanding and support of the components of the plan, including: timeline, what will be analyzed, what reports will be required, input from LEA/Turnaround Office, collaboration with Tier I/Tier III schools and LEA/Turnaround Office personnel</p>	<p>Design a framework that is standardized regarding progress monitoring for each of the goals outlined for each of the schools. Ensure input and feedback from each school team. Include in the framework guidelines for what types of data will be used, methods of collecting, standardized formats for reporting data and setting schedules for analysis both with school personnel and in collaboration with LEA/Turnaround Office. The collaboration meeting with LEA/Turnaround Office personnel will be put in place to ensure discussions of successes, challenges, obstacles, and intervention ideas for those strategies and action steps that do not appear to be successful. Add a system of communication to staff, parents, LEA and SEA to disseminate information and document efforts made (quarterly and annually)</p>
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Standard 2: Curriculum, Instruction, Professional Development

<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>A District Curriculum Team was formed last year to address alignment of curriculum. They meet monthly during the school year and update curriculum maps during Summer Work Sessions. Quarterly District Grade Level meetings for K-6 and Special needs Resource were scheduled for 2009-2010.</p>	<p>There was relatively little or no support from high school English and Math departments regarding efforts of the District Curriculum Team. During 2010-2011, secondary quarterly meetings will be scheduled to include teachers from grades 6 through high school divided by content area:</p>	<p>Quarterly reports regarding school improvement efforts and action steps being taken will be required and submitted to the Principals: School Improvement & Curriculum Team. The team will work on solutions to ongoing challenges and obstacles.</p>
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		English, Math, Science, Social Studies.	
The LEA has a professional development plan that allows for PD during the work day and specifically addresses and targets school improvement needs	Professional development has been the responsibility of the school sites and has been tied to school improvement plans in the past.	The LEA needs to assist with coordinating PD efforts and to build a multi-level professional development plan that integrates the Continuum of Teacher Development and Professional Teaching Standards; teachers from each school have enrolled with Teacher Mentor Academy offered by the New Teacher Center with the idea of standardizing the teacher mentoring process for not only first year teachers, but veteran teachers as well	Establish a schedule of meetings throughout the year with the Teacher Mentors from all the schools to resolve challenges and offer support in ongoing mentoring.
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.	Not applicable. Collective bargaining and teacher unions do not exist in this district.		
The LEA has a strong teacher evaluation process in place that provides for removing ineffective teachers that are not committed to the turnaround process.	The current evaluation process centers on pre-conference, 45-minute observation, and post-conference.	There is a movement to overhaul the teacher evaluation process and to embed a collaborative ongoing process between teacher and principal that includes classroom walkthroughs, identifying needs and a professional development plan, fidelity of implementation of curriculum maps and use of research-based instructional practices.	The LEA is scheduling a series of meetings with stakeholders that include teachers and administrators to update the teacher evaluation system with 2011-2012 as the implementation year.

<p>The LEA has a systematic process for measuring quality instruction and student engagement including walkthrough procedures</p>	<p>Classroom walkthroughs are being used at the schools; all schools have PD days where teachers in grade levels have some time to collaborate</p>	<p>Standardize the classroom walkthrough protocol: Primary, elementary and secondary versions would be helpful.</p>	<p>Establish a method of collecting trend data from walkthroughs at the LEA level in order to determine trends across schools</p>
<p>The LEA has a systematic process enabling teachers to collaborate during the workday to use data to improve instruction.</p>	<p>Some schools have created Protected Time for teachers to collaborate on data-driven decision making and adjusting pacing accordingly</p>	<p>Establish a criteria for Protected Time if teachers are provided with time during the school day to meet; establish systematic method of summarizing those sessions and use of agendas in planning work/tasks during protected time.</p>	<p>Provide technical support when schools create Protected Time blocks for teachers (including substitute teachers)</p>
<p>Standard 3: Assessment System</p>			
<p>The LEA has a comprehensive data warehouse system that allows for the collection of student data down to individual student performance</p>	<p>DIBELS, Galileo, Study Island, Filemaker Pro, A+ are used to collect and house data pertaining to student performance and are used by teachers in data-driven decision-making</p>	<p>The Formative assessment system for reading and math at the elementary and junior high levels has just ended; there are some issues with streamlining data collection and analysis that need to be in place for 2010-2011.</p>	<p>Produce bi-weekly reports of data for elementary and secondary schools from the LEA and provide opportunities during Principals: School Improvement & Curriculum Team meetings to review data at the LEA level.</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>Time is set aside for teachers to work on data analysis and decision-making during professional development days (weekly for elementary; bi-weekly for secondary); the district provides overall summaries of strengths/weaknesses as reflected in data for schools at grade level when it is requested</p>	<p>Skill levels of teachers within the district and schools fall across the continuum of teacher development (from beginning to innovating) (see Appendix C, Professional Teaching Standards and Continuum of Teacher Development)</p>	<p>Conduct an assessment by teachers using the Professional Teaching Standards, Continuum of Teacher Development and Self-Assessment Summary (New Teacher Center Formative Assessment Tool) focusing on Assessing Learning. Using results design multi-level professional development for teachers based on results of the self-assessments and in</p>

			conjunction with principals and administrators of the schools and LEA
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.	LEA/school goals are in place	LEA/school goals have not been updated in several years; this needs to be done prior to the 2010-2011 school year.	Encourage the Governing Board to update its district mission statement, goals, and beliefs as part of the whole-district effort to focus on student learning and achievement
The LEA has a system in place to train and support teachers in using data to drive instruction.	L To J consultants have provided training to elementary school; coaches at schools have had the training	LEA should lead with valuing the importance of data-driven decision-making and how it is approached at the classroom and school levels.	Using results of the Self-Assessment administered to teachers (see Appendix D, Formative Assessment Cycle For Teachers), design multi-level training opportunities to raise their skills level in data-driven decision-making. Provide a schedule of regular trainings using “real-time” data for teachers to practice the skills required.
Standard 4: Culture, Climate, and Communication			
District staff, school board members, and association members work together to make the dramatic changes the restructured school(s) need for improving student learning	School site PAC meetings; Federal Program PAC meetings; Governing Board is apprised of efforts regarding restructuring.	There is no standardized system of sharing information and monitoring results.	Set up a standardized system of sharing information and monitoring results at PAC and Board meetings and invite members to attend school site and LEA meetings/efforts during the restructuring process. Review self-assessment summary of teachers to determine what professional development is needed in specific areas for specific teachers

<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>School improvement is a priority of the LEA; monitoring occurs by reviewing data and improvement efforts</p>	<p>No standardized system of providing quarterly reports of efforts (or an annual review of efforts) for review by principals and stakeholders at the school and district levels</p>	<p>Design a report template required for quarterly submission to the LEA and a time set aside during principals: school improvement/curriculum team meetings (held monthly) to review progress reports and provide insight on how to overcome continuing challenges.</p>
<p>The LEA has a valued culture of high expectations for student achievement including established vision, mission, and goals</p>	<p>The LEA and Governing Board have a mission statement, vision and goals statement in place</p>	<p>The Governing Board has not yet updated its mission, vision and goals statement.</p>	<p>Ensure that a Work Session is scheduled for Governing Board and district staff to update its mission statement and deliver to schools to be posted alongside school mission statements, vision and belief statements. Coordinate this effort by Principals: School Improvement/Curriculum Team reviewing all mission statements to ensure they are cohesive and reflect high expectations for student achievement.</p>
<p>All staff members are held accountable for increased student achievement.</p>	<p>The district has a 301 plan in place that follows ADE guidelines; it is submitted annually and has been approved for the 2009-2010 school year</p>	<p>There are inherent weaknesses in the plan; although the plan is reviewed annually, there is a gap in providing incentives to teachers whose students consistently show marked improvement(s) in achievement in reading and math. Parameters are not in place that determines what “marked improvement in student achievement is”. The issue is how to measure: percentiles? Arizona Growth Model Chart? Grade level on AIMS/SAT 10? Other content area teachers at the secondary level whose content area is</p>	<p>A component of the Transformation Model is to address the issue of staff incentives of student achievement. The LEA team, along with representatives from each of the schools will analyze the current plan and work to build in a component that provides incentives to teachers whose students demonstrate marked improvement in achievement. The parameters will need to be defined and equity embedded across elementary and secondary levels.</p>

		NOT reading or math? NCE's?	
The LEA is committed to involving community/parents in the restructuring process including communicating current reality, new vision, buy in, and silencing of naysayers.	Monthly PAC meetings and community meetings have been held within the LEA, including Federal Programs PAC meetings; the Governing Board has also been regularly updated on the restructuring process and ongoing efforts to plan for Tier I restructuring at three of their schools	Changing a community's attitudes towards education and its value is an ongoing challenge in the Whiteriver community. Renewed efforts need to be designed to more actively engage parents in the process and their children's' education and progress	Build a Parent Resource page connected to the district's web site that includes portals for parents to review grades, assessments, and work-to-date of their children via Galileo, Study Island, and other assessment systems in place at the school sites Ensure inclusion of Parent Resource Centers at each Tier I school site; support efforts to build a model at the junior high school that mirrors that current Counseling program available at elementary schools.

Standard 5: Resource Management

The LEA has prioritized the reallocation of resources to schools in improvement including personnel, funding, programming, etc.	The Federal Programs Director and principals work closely together to prioritize allocation of resources to ensure each school has the best chance of improvement	Inadequate funding for challenges faced by children in WUSD. Challenges include, but are not limited to: alcohol abuse, drug abuse, domestic violence, sexual abuse, child neglect, suicide, developmental issues (otitis media, low birth weight, fetal alcohol syndrome and effect), all of which have a significant impact on student achievement.	Hire a Turnaround Director who will work closely with three schools to give priority to intervention and costs. Each of the schools will include hiring instructional coaches/mentors to assist teachers to focus on instruction, student engagement, and intervention strategies. The high school will hire two student retention counselors to focus on student attendance and the monitoring and tracking of credits. All schools will hire technology integration specialists and data coordinators to provide for professional development and
LEA leverages funds in order to design a viable sustainability plan for future years.	Sustainability plans for successful components of programs has been in place for some time	Budget cuts and the economic downturn have hampered efforts with sustainability	

			<p>integration of technology in lessons to increase student achievement in the areas of literacy and math. Schools will also establish Wellness/Learning Centers for students, staff and parents and will include a counselor and MSW (Masters Social Worker); one school will hire a certified nurse practitioner prevention specialist. Parent Resource Centers will be established at all schools</p>
<p>The LEA Consolidated Plan includes strategies/action steps aligned to school improvement needs (Sustainability)</p>	<p>The LEA Consolidated Plan is written based on school improvement plans, their goals, strategies, and action steps. It is designed to provide support whenever and wherever possible.</p>	<p>Monitoring system to evaluate success or failure of certain innovations</p>	<p>Design a quarterly monitoring system and framework that requires schools to indicate progress of identified strategies and action steps. Schedule meetings at the end of the school year with stakeholders (administrators and school leadership teams with the LEA) to review the year and determine successes and challenges and determine what adjustments need to be made to the plan(s) for the coming year. Ensure communication of the adjustments is made to teachers and staff in a timely fashion so that they can also plan for the coming year</p> <p>Create a system-wide incentive plan at each school to reward increases in reading and math achievement, attendance and graduation rates.</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>Review of the components of the transformation model; analysis of weaknesses and how the LEA can provide support and coordination with: professional development, induction/mentoring, teacher evaluation system, and tightening criteria for progress monitoring</p>	<p>A detailed timeline for the components of the transformation model is included in this application in Appendix D, Timelines. It provides timeline details of all action steps related to the professional development system, comprehensive instruction reform, teacher evaluation system, progress monitoring, and induction/mentoring</p> <p><u>February 2010:</u> Review current systems in place; identify weaknesses and gaps</p> <p><u>March 2010:</u> Research and make initial contact with New Teacher Center regarding their formative assessment cycle for induction and mentoring; contact K-12 AZ Center, NAU, to obtain copies of the AZ Professional Teaching Standards and its Continuum of Teacher Development; communicate urgency to principals of providing current professional development calendars to the LEA. Research RTI model training options for LEA implementation of district-wide RTI model in each of the schools</p> <p><u>April/May 2010:</u> Consolidate current job descriptions for Instructional Coaches to</p>

		<p>include duties of job-embedded professional development assistance at their respective schools; work with selected consultant on design and training for RTI model; expedited hiring of Turnaround Director.</p> <p><u>June/July 2010 (tentative):</u> Work with New Teacher Center to devise a training schedule for coaches at each school in the LEA regarding the New Teacher Center’s Mentoring model; training schedule for RTI model; determine RTI consultants to work with district; devise implementation plan</p> <p><u>August 2010 (tentative):</u> Implement Year 1 phase of the New Teacher Center’s Mentoring model; initial implementation of Year 1 RTI components; continuous training/workshop schedule laid out and coordinated by LEA and schools for RTI training, practice, debrief cycle at each school; implement year 1 RTI</p>
<p><u>Describe the process the LEA will use to screen and select quality external providers;</u></p>	<p><u>External Providers:</u> Criteria includes national recognition; initial contact made and interviews conducted; consensus regarding selection by LEA Restructuring/Transformation Team</p> <p>Written job descriptions for a Turnaround Principal and Turnaround Director have been written; a national search is currently underway to screen and hire quality candidates for these positions</p> <p>Arizona Transformation Group will be working</p>	<p><u>February2010:</u> Job descriptions created and approved by Superintendent and Governing Board; interviews conducted with AZ Transformation Group regarding practices and services they can provide to Tier I schools</p> <p><u>March2010:</u> Positions posted on website and in <i>Education Week</i>; resources re-allocated to provide for start-up costs of Turnaround Office; AZ Transformation Group scheduled</p>

	<p>with the Tier I schools during the restructuring process</p> <p>Contact the New Teacher Center regarding assistance with design and implementation of their model for teacher induction and mentoring; tailored to AZ professional teaching standards and continuum of teacher development. There are currently seven employees attending the 4-part Teacher Mentor Academy series coordinated by ADE's Highly Qualified personnel; it is being held in Holbrook, AZ</p> <p>Research RTI model consultants and providers to assist with design and implementation of district-wide RTI model</p>	<p>to work with 2 Tier I schools for initial observations in classrooms and at the building level(s)</p> <p><u>April 2010:</u> Interviews conducted for principal and director; results of AZ Transformation Group observations included in Section A of this document</p> <p><u>May 2010:</u> Candidate for Director selected; interviews for 2 (two) Turnaround Principals conducted</p> <p><u>June/July:</u> Turnaround Principals selected; lay out schedule of work provided by Arizona Transformation Group and other consultants and providers for 2010- 2011 school year</p>
Alignment of other resources;	M&O; Title I; Title II; Title III; Title VII	Resources aligned with transformation model would include: system alignment; transportation, human resources, technology, business office, food service, special needs, and school improvement
Policies and Practices LEA will modify to enable its schools to implement the selected intervention(s) fully and effectively	A barrier is the current pay schedule	Raise salary schedule for beginning teachers from \$25K to \$30K; Technology Department transformed into a technology integration philosophy; streamline Recruitment and Retention efforts; create board-adoption of salary schedules of schools.

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.

LEA (Whiteriver Unified School District): Conclusions are based on analysis of LEA Needs Assessment, District AYP Determinations, results of Standards Assessment Inventory, components of the Transformation Model. Two areas, Teacher Evaluation System, and Professional Development System, are in need of revision and update that coincide with Professional Teaching Standards, Continuum of Teacher Development, and a teacher mentoring system. These areas are identified in each of the schools, as well as the LEA, findings and should be shouldered by the LEA in designing a framework for both these systems. Both dovetail with the LEA's Corrective Action and would be designed in conjunction and collaboration of representatives from each of the school sites in the district.

Root causes for lack of student progress in the district is grounded in high teacher turn-over, professional development that not only does not meet the needs of teachers at varying levels of teacher development, but is repeated several times across the district by several schools; there is not a comprehensive professional development system that meets the requirements of standards-based curriculum and instruction, accountability via data-driven decision making and comprehensive instructional reform across the LEA. The LEA, in its leadership role, should be leading the way to reforming the current teacher evaluation, mentoring, staff development, and administrator evaluation processes. The goals of the LEA, therefore, are supported by results from the LEA Needs Assessment, Section B of the SIG application, and upon reviewing the transformation model components, as well as the *Handbook on Implementation of Successful School Improvement Grants*.

The chart below provides the components as indicators and the LEA's findings, observations, and its assessment of its weaknesses. By creating goals, strategies and action steps that address staff development and teacher evaluation systems, the LEA takes on responsibility and accountability of providing support to the schools as well as working on improving structures that can lead to improved student achievement.

Transformation Model Component Standard & Rubric Implications For LEA/Schools	LEA Findings/Observations
Replace principal (can retain if transformation, turnaround, restart	<ul style="list-style-type: none"> • Two of the 4 principals will not be returning next year; a national search is currently underway to find a strong turnaround

<p>instituted in the past two years) Standard 1: Leadership Systems LEA</p>	<p>candidate to operate Alchesay High School</p> <ul style="list-style-type: none"> • Current principals are open to any restructuring that needs to occur at their school sites
<p>Rigorous Staff Evaluation System Standard 1: Leadership Systems LEA/School Collaboration</p>	<ul style="list-style-type: none"> • Job descriptions district-wide need to be rewritten to include 21st century skills and expanding roles of their positions • A mentor/induction model such as The New Teacher Center's Teacher Mentor Formative Assessment System needs to be implemented district-wide • Self-assessments aligned with the Continuum of Teacher Development need to be administered • Certified staff district-wide need to be placed on Continuum of Teacher Development (AZ Professional Teaching Standards & Continuum developed by NAU K-12 Center) • The current teacher evaluation system needs to be updated and aligned with Professional Teaching Standards and the Continuum of Teaching Development
<p>Rigorous staff development system Standard 2: Curriculum, Instruction, Professional Development <i>Coordinated by LEA to ensure no duplication of effort and to ensure collaboration and input from all schools in the LEA</i></p>	<ul style="list-style-type: none"> • The current professional development system is fractured and inconsistent • Professional development calendars from schools for 2010-2011 need to be examined • Topics need to be analyzed to ensure they coincide with professional development needs indicated by teachers and goals, strategies, action steps indicated in plans (SIG, SWP and ASIP) and surveys collected during 2009-2010 • A professional development calendar, aligned with Continuum of Teaching Development and results from self-assessment surveys of teachers needs to be outlined with input from administrators, and also aligned with goals and objectives of Tier I plans • A multi-level job-embedded professional development system of professional development needs to be designed
<p>Reward staff w/incentives for student achievement Standard 4: Culture, Climate, Communication <i>LEA in collaboration with schools in LEA</i></p>	<ul style="list-style-type: none"> • If schools are to turn toward cluster grouping students, it will be exceedingly difficult to make a quick assessment of which staff should be rewarded for student achievement • Current configuration of classrooms also makes it difficult. Some classrooms are not balanced academically, not because of favoritism, but because struggling students are sometimes assigned more frequently to a veteran/master teacher while less problematic students are assigned to new hires in the district (Reason: trying to keep the new hires in the LEA and not have them running for the door the second day of school)

<p>Remove staff who have not improved despite ample opportunity Standard 4: Culture, Climate, Communication <i>LEA in collaboration with schools in LEA</i></p>	<ul style="list-style-type: none"> • A system for staff removal needs to be designed • Criteria for removal of staff needs to be established • Administrators and Turnaround Director, HR Director, and Superintendent need to be involved in the process • Guidelines for removal need to be determined and drafted • Existing barriers (policies and procedures) need to be identified in order to work toward removing them to establish this process
<p>Institute comprehensive instructional reform Standard 2: Curriculum, Instruction, Professional Development <i>School; LEA coordinates to ensure reform efforts and strategies are in place across the LEA</i></p>	<ul style="list-style-type: none"> • Instructional reform must be tied to mentoring and teacher evaluations • Professional development opportunities need to be placed on a continuum of introducing the skill, allowing opportunities for teachers to practice the skill, debrief with mentors, and then be evaluated on proficiency of skill • Identify continuous areas of need are: Differentiated Instructional Strategies, Student Engagement, Classroom Management, Preparedness To Learn (social/emotional concerns and issues), and Data-Driven Decision-Making • Areas of need and prioritization of the list needs to be identified and used in tandem with the professional development and mentoring systems • A framework for continuous monitoring and support needs to be emphasized by school sites and LEA and be implemented consistently across the district (primary, elementary, and secondary) • A network of support and technical assistance needs to be designed when working with schools to create a system of reporting to LEA regarding ongoing instructional reform efforts (needs, professional development, coaching/mentoring, modeling, practice, expectations, timelines) • Areas of need that are identified in all schools across the district must be prioritized as High Need and system put in place to ensure multi-level job-embedded professional development to support instructional reform • Identify where technology is currently integrated with instruction and conduct needs assessment • Integrate a training plan in multi-level professional development plan based on level of need/ skill level • Identify teachers in-district who would provide technical support to lesser-skilled teachers • Identify technology planned for classrooms at each of the Tier I and Tier III schools • Embed L to J professional development at the three Tier I schools for 2010-2011 (Debi Moelina-Walters)

<p>Increase learning time Standard 2: Curriculum, Instruction, Professional Development <i>School; LEA (including Transportation Department and Human Resources, if necessary)</i></p>	<ul style="list-style-type: none"> • Identify changes made in schedules at each of the schools for the 2010-2011 school year • Examine how lesson plans can be modified to reflect instructional time from Bell Ringer activities to Closure for the Day (incorporating previewing, instruction, practicing the skill, and closure • Schools already provide after-school, before-school and in-school tutoring for students • Explore alternate scheduling matrices for elementary and secondary schools and provide to schools
<p>Apply community-oriented strategies Standard 4: Culture, Climate, Communication <i>LEA; Schools; PACs; community resources</i></p>	<ul style="list-style-type: none"> • Identify community-oriented strategies that can be incorporated into instructional time of students • Identify resources in the community who are willing to be guest lecturers, speakers • Divide resources into broad areas: Science, Social Studies, Math and provide list(s) to schools and teachers • Arrange time to meet with resources to assist with devising their lesson plans that meet needs of students at different grade levels • Work with Apache teachers and administrators to create a list of skills that can be considered community-oriented strategies • Design of Parent Resource Centers; mission, materials and resources and training available; hours of operation, etc. • Would there be an LEA Center? School Centers? Who would run them? What services would they provide?
<p>Greater operational flexibility and support for the school Standard 5: Resource Management <i>LEA/Federal Programs/Turnaround Office; schools</i></p>	<ul style="list-style-type: none"> • Identify barriers at each school and barriers the LEA encounters • Lower/remove barriers and use the flexibility to provide support for the schools

Alchesay High School (Tier I School):

Conclusions are based on analysis of student data, ASIP School Needs Assessments and SAI Assessment Results, along with the Baseline Data detailed in Section A of this document. Observations of the LEA indicate that strong leadership is needed to overcome challenges faced at the high school. Sustained high school reform cannot take root without strong leadership from the school site as well as sustained support from the LEA. Root causes were examined by the School Leadership Team to address their issues of low test scores in math and reading, as well as inconsistent instructional delivery, student engagement, and evaluation systems. Their observations and findings are in the chart below, along with LEA observations and findings.

ASIP School Needs Assessment SAI Assessment Results Student Data	AHS Findings/Observations
Math AIMS	<ul style="list-style-type: none"> Continued failing AIMS results; not exceeding academically is part of the peer pressure issues in the community; limited value of education by community; lack of innovative approaches to teaching math; grouping students limited
Reading AIMS	<ul style="list-style-type: none"> Continued failing AIMS results; program decisions rigid; peer pressure not to exceed academically coupled with limited value of education by the community; lack of innovative approaches to teaching English literature, and Reading
Attendance Rates	<ul style="list-style-type: none"> High absentee rate; lack of student motivation; difficulty with working with DES regarding setting up a system that encourages students to be in school, not just enroll to get subsistence check from DES;
Graduation Rate	<ul style="list-style-type: none"> Graduation rate is inconsistent
ASIP Standard 1: School & District Leadership <i>Transformation Model Component: Replace Principal</i>	<ul style="list-style-type: none"> The current principal is not returning at the end of 2009-2010; job description has been modified and national search underway for Turnaround Principal
ASIP Standard 2: Curriculum, Instruction, Professional Development <i>Transformation Model Component: Rigorous Staff Development; Comprehensive Instructional Reform; Increase Learning Time</i>	<ul style="list-style-type: none"> Staff needs to ensure that a system is in place to communicate curricular expectations to all staff Staff feel they need additional and job-embedded professional development in the areas of: subject knowledge, differentiated instruction, student engagement Examine and adopt precepts of professional learning communities that includes Protected Time for data analysis and intervention strategies for struggling students <u>Practices That Could Be Contributing To Lack of Progress:</u> Inconsistent use of instructional strategies; no evidence of a consistent formative assessment system within content areas; inconsistent implementation of Operation Pass; quality of intervention services sporadic; instructional strategies designed to engage and motivate students are infrequently observed in majority of classrooms; instructional approach of teacher lecture is outdated and needs to be updated to meet the needs of 21st century student learners; social/emotional needs of some students has a negative impact on their attendance, motivation, and achievement
ASIP Standard 3: Classroom & School Assessments	<ul style="list-style-type: none"> Design a unified clearly defined evaluation process that focuses directly on increasing student achievement

*Transformation Model Component:
Comprehensive Instructional Reform;
rigorous Teacher Evaluation System*

- There are no common assessments in place at the high school across subject areas nor a system of using data-driven decision-making regarding students

Canyon Day Junior High School (Tier I School):

Root causes were examined by reviewing the following pieces of data: ASIP School Needs and Standards Assessment Inventory results, AIMS data, attendance rates, AYP determinations, and reviewing the components of the Transformation model.

<p align="center">ASIP School Needs Assessment SAI Assessment Results Student Data</p>	<p align="center">CDJHS Findings/Observations</p>
Math AIMS	<ul style="list-style-type: none"> • Gaps in math skills; cluster grouping/skill grouping has been limited; differentiated instruction and student engagement activities; depth of subject matter
Reading AIMS	<ul style="list-style-type: none"> • Continue to be gaps in reading and language arts; cluster grouping/skill grouping has been limited; differentiated instruction and student engagement activities; depth of subject matter
Attendance Rate	<ul style="list-style-type: none"> • Attendance rate of students (see Section A) fluctuates and remains inconsistent; unexcused tardies have steadily increased;
Social/Emotional Needs of Students	<ul style="list-style-type: none"> • Violent & Criminal Behavior continues to climb; the behavioral health agency on the reservation offers limited or no support at this time; students' psychological needs are such that they need to be addressed as a precursor for preparedness to learn
Mobility Rate:	<ul style="list-style-type: none"> • Several students enroll and withdraw several times throughout the year; impact is on consistency of instructional delivery to remaining students
<p>Standard 1: School & District Leadership</p>	<ul style="list-style-type: none"> • Identify mentoring needs for new teachers • Job-embedded professional development needs to be part of position descriptions for instructional coaches • Discipline policy and consequences must be reviewed and updated
<p>Standard 2: Curriculum, Instruction, Professional Development <i>Transformation Model Components: Rigorous Staff Development System, Comprehensive Instructional Reform, Increased Learning Time; Staff Development System</i></p>	<ul style="list-style-type: none"> • Protected time needs to be planned for 2010-2011; provides an opportunity for data analysis and targeted instructional strategies by content area • Instructional planning based on curriculum maps remains weak • Practices in differentiated instruction, cluster and ability grouping, cooperative learning, student engagement, classroom management, content area knowledge, integrating technology into

	<p>the classroom, instructional strategies for multi-level teaching and learning, and data analysis (data-driven decision-making) need to be part of professional development calendar for the school for 2010-2011</p> <ul style="list-style-type: none"> • <u>Practices That Could Be Contributing To Lack of Progress:</u> Inconsistent use of instructional strategies after professional development opportunities (no consistent support such as observation/feedback, modeling, monitoring and/or lack of instructional accountability skill in data analysis needs to be improved; inconsistent classroom management skills and implementation in classrooms; expectations of students wavers from high to undetermined;
<p>Standard 3: Classroom & School Assessment</p>	<ul style="list-style-type: none"> • Continued implementation of formative, 4-week and benchmark assessments for three content areas. CDJHS implemented the Galileo system of administering 4-week and benchmark assessments; they have learned the basics of using the system and will be working on full and more comprehensive implementation for 2010-2011. protected time has been allotted to content area teachers for data analysis and to identify struggling students and what assignments or re-teaching can be planned to assist students in filling in gaps in math and reading
<p>Standard 4: School Culture, Climate, Communication</p>	<ul style="list-style-type: none"> • Parent Advisory Council participation is small • Little or no support features for a Parent Resource Center • Family involvement and community-oriented strategies and professional development opportunities need to be offered to staff and parents • Family/school connections weak: community is uncomfortable with or does not see the value of a close relationship with schools; students living impoverished lives have many social/emotional needs to deal with

Seven Mile Elementary School (Tier I School):

Root causes were examined by reviewing the following pieces of data: ASIP School Needs and Standards Assessment Inventory results, AIMS data, attendance rates, AYP determinations, and reviewing the components of the Transformation model.

<p>ASIP School Needs Assessment SAI Assessment Results Student Data</p>	<p>SME Findings/Observations</p>
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Math AIMS	<ul style="list-style-type: none"> Math AIMS scores, though improving, have not indicated the significant jumps in numbers of students meeting/exceeding in AIMS. The majority of students remain in the high to medium Approaches category of the FAME scale
Reading AIMS	<ul style="list-style-type: none"> Reading AIMS scores, though improving, have not indicated the significant jumps in numbers of students meeting/exceeding in AIMS. The majority of students remain in the high to medium Approaches category of the FAME scale
Attendance Rate	<ul style="list-style-type: none"> Remains steady
Mobility Rate:	<ul style="list-style-type: none"> There is a group of students from all grade levels who tend to withdraw, re-enroll, withdraw and re-enroll several times a year; the tendency is to move from school to school within the district or to enroll at John F. Kennedy School (BIA), Cibecue Community School, McNary, or East Fork.
Standard 2: Curriculum, Instruction, Professional Development <i>Transformation Model Components: Comprehensive Instructional Reform; Increased Learning Time; Staff Development</i>	<ul style="list-style-type: none"> Differentiated instruction to meet learning needs of all students; student engagement Design Balanced Literacy Program Ensure professional development opportunities are tied to needs of teachers as well as specifically addressing needs in math and reading <u>Practices That Could Be Contributing To Lack of Progress:</u> Inconsistent use of instructional strategies designed to engage and motivate students after professional development opportunities (lack of support for teachers after training in the form of observations, feedback, mentoring; classroom management wavers from classroom to classroom with little consistency; accountability system and data analysis skill levels are inconsistent;
Standard 3: Classroom & School Assessments	<ul style="list-style-type: none"> No fidelity of implementation of, and analysis of the Galileo benchmark assessment system Data-driven decision-making is at the novice level and needs to become part of the fabric of teacher collaboration Align formative assessment system with other two elementary schools
Standard 4: School Culture, Climate, Communication	<ul style="list-style-type: none"> No discernible mission, goal or belief statements Contradiction regarding views of education and "success" as defined by local community Prior experiences of parents regarding education were not positive ones (e.g., boarding schools; racial bias)
Social/Emotional learning	<ul style="list-style-type: none"> Promotion of social skills, conflict management, and prevention

(Handbook on Implementation of Effective School Improvement Grants)

programs towards preparedness to learn. The school is part of the federally-funded counseling program (see Appendix E, Program Overview: Counseling Program)

Whiteriver Elementary School (Tier III School):

Root causes were examined by reviewing the following pieces of data: ASIP School Needs and Standards Assessment Inventory results, AIMS data, attendance rates, AYP determinations, and reviewing the components of the Transformation model.

ASIP School Needs Assessment SAI Assessment Results Student Data	WES Findings/Observations
Math AIMS	<ul style="list-style-type: none"> • Math AIMS scores are rising, but not at the expectation level of federal guidelines
Reading AIMS	<ul style="list-style-type: none"> • Reading AIMS scores are rising, but not at the expectation level of federal guidelines
Attendance Rate	<ul style="list-style-type: none"> • Holding steady
Mobility Rate:	<ul style="list-style-type: none"> • There is a group of students from all grade levels who tend to withdraw, re-enroll, withdraw and re-enroll several times a year; the tendency is to move from school to school within the district or to enroll at John F. Kennedy School (BIA), Cibecue Community School, McNary, or East Fork.
Standard 2: Curriculum, Instruction, Professional Development <i>Transformation Model Components: Comprehensive Instructional Reform; Increased Learning Time; Staff Development</i>	<ul style="list-style-type: none"> • Embed feedback, practice, debrief, mentoring, practice cycle into coaching strategies • Refine current data analysis teacher protected time schedule and continue training that is currently in place • L To J: continue refining process

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

LEA: Whiteriver Unified School District :

<i>LEA Strengths</i>	<i>LEA Needs</i>	<i>District Barriers</i>
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<ul style="list-style-type: none"> • Use of data as source of analysis of progress 	<ul style="list-style-type: none"> • Reliable substitute teacher list that include veteran teachers 	<ul style="list-style-type: none"> • Extending amount of time allowed for substitutes to be on-call during the school year (extending beyond 20/20?)
<ul style="list-style-type: none"> • Hiring practices that include requiring Highly Qualified candidates only 	<ul style="list-style-type: none"> • District-wide revision and update of teacher evaluation system 	<ul style="list-style-type: none"> • Manpower to conduct interviews with staff regarding current description and how the position's tasks and responsibilities have changed since the position description was first written
<ul style="list-style-type: none"> • Dedicated staff district-wide committed to the children of the district 	<ul style="list-style-type: none"> • District-wide revision and update of staff development system 	<ul style="list-style-type: none"> • Manpower and consultants to assist with designing and implementing integrated systems of teacher mentoring, evaluation and multi-level job-embedded professional development
	<ul style="list-style-type: none"> • Design and district-wide implementation of teacher induction program that includes mentoring and coaching for new hires as well as veteran teachers and is tied to professional development and evaluation systems 	
	<ul style="list-style-type: none"> • Design of a progress monitoring system to be used during the term of the SIG grant. Provide for benchmark points during Year 1 and system of review and updates for Years 2 and 3 	<ul style="list-style-type: none"> • Lower than normal salary schedule; positions under different funding sources have salaries commensurate with salaries off the reservation; remainder remain below normal
	<ul style="list-style-type: none"> • Integrated checklist of indicators of Rapid School Improvement based on tools found in <i>What Works When</i> and <i>Handbook of Effective Implementation of School Improvement Grants</i> 	<ul style="list-style-type: none"> • Any school improvement efforts and retention of staff recommended in the best interests of Apache children and teachers are challenged by ADE personnel
	<ul style="list-style-type: none"> • Updated position descriptions for all staff in the LEA 	<ul style="list-style-type: none"> • Time constraints in the HR Office to complete a revision of all position descriptions for all staff in the LEA
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Numerous ADE visits within a school year or month from various departments; one month in the 2008-2009 school year numbered 16 visits from

Alchesay High School (Tier I School)

<i>Student Strengths</i>	<i>System Strengths</i>	<i>Student Needs</i>	<i>System Needs</i>	<i>School Barriers</i>	<i>District Barriers</i>
Visual learners	Veteran staff; highly qualified	Delivery systems that are engaging and interesting	Diversity in course offerings	Enforcement of truancy code	Inability to move tribal government leaders and agencies to see urgency in areas of tribal law enforcement, juvenile judicial issues, and behavioral health issues
Capacity to be successful academically	Operation Pass implemented as an intervention model for high school level learners	Gaps in learning	Support system for struggling students	Support from tribal law enforcement, judicial, and behavioral health services	
Resilient in the face of challenges, obstacles, adversity		Engaging topics and	Strong leadership; a Turnaround Principal who has experience with successful schools and the school improvement process	Fractured and contentious leadership efforts at school has splintered staff	Consistent communication between stakeholders at the high school and the LEA
		High expectations for learning	RTI model of intervention consistently implemented (Operation Pass Class)		
			Improved climate and environment within the school		

			2 instructional coaches		

Canyon Day Junior High School (Tier I)

<i>Student Strengths</i>	<i>System Strengths</i>	<i>Student Needs</i>	<i>System Needs</i>	<i>School Barriers</i>	<i>District Barriers</i>
Visual learners	Veteran staff; highly qualified	Delivery systems that are engaging and interesting	Diversity in course offerings	Enforcement of truancy code	Inability to move tribal government leaders and agencies to see urgency in areas of tribal law enforcement, juvenile judicial issues, and behavioral health issues
Capacity to be successful academically	Empowering principal (Standards Assessment Inventory Results, 2009-2010)	Gaps in learning	Support system for struggling students	Support from tribal law enforcement, judicial, and behavioral health services	
Resilient in the face of challenges, obstacles, adversity	Staff and principal dedicated to improving student achievement	Social/emotional needs of some students negatively impact preparedness to learn	Social/Emotional Learning component that mirrors current elementary counseling program	Funding for social/emotional component to include psychologist, 2 social workers and counselor	Budget cuts based on State legislature mandates to provide support/funding for counselor position and continued use of an Assistant Principal position at CDJHS; state statutes regarding #students/funding for administrator/counselor positions restricts what can be maintained at CDJHS
			2 instructional coaches	Assistant Principal position eliminated 2009-2010; counselor position eliminated prior to 2009-2010	

				school year; services to children depleted as a result	
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Seven Mile Elementary School (Tier I)

<i>Student Strengths</i>	<i>System Strengths</i>	<i>Student Needs</i>	<i>System Needs</i>	<i>School Barriers</i>	<i>District Barriers</i>
Visual and kinesthetic learners	Promotes a culturally rich environment	Consistent quality of engaging and motivating learning environments	Job-embedded professional development	Funding to embed two instructional coaches on school staff to ensure a cycle of training, practice, debrief and practice	Inconsistent professional development training approach at schools
Capacity to be successful academically	Current principal strengthened school culture and climate during his first year	Intervention system (RTI) that meets student needs and areas of weakness	2 instructional coaches	Funding for RTI training in conjunction with 2 instructional coaches	Outdated induction and mentoring program
Resilient in the face of challenges, obstacles, adversity	Dedicated staff who want to improve	Delivery systems that are engaging and interesting	Intervention system (RTI) and training for teachers	Inconsistent approach to use of Galileo to track benchmark and formative assessment results	Inconsistent reporting system of formative assessment results
		Tribal leadership that encourages, supports and promotes education	Consistent accountability and use of the Galileo assessment system to track benchmark and formative assessment results		HQ Substitute teachers
		Positive Behavioral Intervention System			Delays in hiring
					Inconsistent quality of communication from LEA to

					school/community
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Whiteriver Elementary School (Tier III)

<i>Student Strengths</i>	<i>System Strengths</i>	<i>Student Needs</i>	<i>System Needs</i>	<i>School Barriers</i>	<i>District Barriers</i>
Engaged learners	Empowering principal (based on Standards Assessment Inventory, 2009-2010)	3rd and 4 th grade Math ASIP goal	Community support for education	Safe and orderly exterior school environment	Delays in getting purchased technology
Visual and kinesthetic learners	Shared leadership (mentor teachers, school improvement team)	Reading Strand 1 concept 6 comprehension Strand 3 Concept 1 Expository Text	Family involvement in education	Limited early childhood (pre-kindergarten) education	Inefficient recruiting and hiring practices
Resilient in the face of challenges, obstacles, adversity	Dedicated staff (high staff participation in optional PD and extended day/year instruction)	Writing Strand 2 concept 1 Ideas & Content Strand 2 concept 2 Organization	Instruction that is relevant and engaging	Need for PD to provide effective intervention strategies and systems	Lack of available HQ substitute teachers
	Availability of curriculum and supplemental materials necessary for instruction	Math Strand 1 Concept 1 Number sense and Concept 2 Number Operations	Time and PD focused on effective understanding of POs/subskills, and alignment between instruction and assessment	Time/resources to provide research-based intervention	Delays in funding budgeted programs (state and federal barrier)
	Consistent and embedded professional development	Oral language and vocabulary development for incoming kindergarten students (based on PPVT)	Effective sequencing of instruction	Safety Net Objectives not identified until Spring 2008	Safe and orderly environment on buses
	Safe environment	Attendance	Instructional coaches to facilitate PD and data-driven instruction	Regular monitoring of school-wide goals, strategies, action steps with School Leadership	Expectations in the use of summative Galileo assessments has changed

				Team and staff as a whole	
	Federally-funded counseling program	Safe home and community environments	Ownership for change		
	District-wide curriculum aligned to state standards	Effective differentiated instruction	Need for Data Room		
	Family involvement opportunities		Need for focus/time to create school and district formative assessments; ending 1 st year implementation; need adjustments/refining		
	Formative an summative assessments regularly administered				
	Framework in place to support differentiated instruction				

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.

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.

LEA: Addressing Needs/Barriers of School	LEA: Addressing Needs/Barriers in Supporting Schools
<p>Alchesay High School:</p> <ul style="list-style-type: none"> • Strong Leadership: Replace current principal with Turnaround Principal • Fractured School Leadership Team and Staff: Support efforts of Turnaround Principal to dismiss school leadership team members from either the School Leadership or Transformation Team who have contributed to contention and fractured staff. 	<ul style="list-style-type: none"> • Detailed steps, progress monitoring, timeline, person(s) responsible and evaluation process are delineated in Section E1 and E4 of this document • Implement two-way regular communication regarding improvement efforts at the school site • Design district-wide RTI models and training schedules for elementary and secondary schools • Update current professional development system

Canyon Day Junior High School:

- **Leadership:** Per ADE requirement, replace current principal with Turnaround Principal
- **Social/Emotional Component:** A federal program currently in place at the elementary schools needs to be expanded to include students at CDJHS; funding for this cannot come from the program that funds the elementary component. Johns Hopkins has indicated interest in forming a partnership with CDJHS to design and implement a model the focuses on needs of native American youth. LEA will provide support to CDJHS regarding implementation of the Social/Emotional component.
- **Curriculum, Instruction, Professional Development:** Assist with hire of Instructional Coaches, facilitate and coordinate with school to ensure job-embedded professional development opportunities are in place for 2010-2011 that focus on literacy across content, deepening subject area knowledge of content area teachers, instructional strategies (differentiation, engagement, motivation, RTI)

Seven Mile Elementary School:

- **Curriculum, Instruction, Professional Development:** Assist with hiring of two instructional coaches; support with training for RTI and Mentoring; provide support and technical assistance with consistent use of formative assessment system; support purchase, implementation and training in the use of Scott Foreman's *Investigations*.
Justification: to align with two other elementary schools in the district regarding primary and supplementary texts and materials in the teaching of math, K-5 (alignment with district curriculum map); limited quality pre-kindergarten education

Whiteriver Elementary School:

- **Curriculum, Instruction, Professional Development:** Limited pre-kindergarten education; oral language and vocabulary development for incoming kindergarten students; effective differentiated instruction; effective understanding of alignment

- Update current teacher evaluation system
- Update current induction/mentoring system (currently "buddy system"; proven ineffective)
- Create job description and hire Turnaround Director to support and monitor efforts at Tier I and Tier III schools; Turnaround Office would coordinate efforts for updating the systems mentioned above
- Evaluate current position descriptions for Coaches being used at schools in the district and consolidate into district-level Elementary Instructional Coach and Secondary Instructional Coach position descriptions.
- Convene forums with law enforcement, judicial, behavioral health and DES to design a plan that supports and enforces truancy codes
- Design progress monitoring system that analyzes progress at elementary and secondary sites
- Coordinate efforts to design framework for evaluation of efforts/intervention plans for each Tier I/Tier III school
- Identify specific needs regarding RTI and differentiated instruction practices
- Investigate partnership with Johns Hopkins to design a program for secondary students (grades 7 and 8) that address psycho-social-emotional needs of adolescents whose crises and challenges prevent them from being prepared to learn; to model the current federally-funded elementary counseling program in place at the elementary schools in the LEA (ending its 1st year of implementation)
- Determine feasibility of setting up preschools at elementary schools
- Work with HeadStart to reinstitute communication and collaboration regarding kindergarten standards and how preschool teachers at HeadStart can help bridge the gap for students entering kindergarten (the delay has been between 2 and 3 years for more than 20 years)

between instruction and assessment; sequencing of instruction; lack of available HQ substitute teachers.

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.

Tier I School	Intervention Model	Justification
Alchesay High School	Transformation	<p><u>Tier I/Tier III Schools Justification</u>- Alchesay High School, Canyon Day Junior High School, Seven Mile Elementary School, and Whiteriver Elementary School: The Intervention model selected for each of the tier I schools in the LEA is the Transformation Model. Its components addressed several areas that have been in need of improvement and could be beneficial to staff and students if properly designed and implement. The components are:</p> <p><u>Replace Principal:</u> Two Turnaround Principal slots are being filled</p> <p><u>Rigorous Staff Development System.</u> The current system is being updated and revised to reflect on-site, job-embedded training with a cycle of <i>present/practice/debrief/practice/debrief/observation/evaluation</i> as a means of increasing student achievement; building a district-wide cohesive mentor/coaching system that embeds the cycle of <i>present/ practice/debrief/ practice/debrief/observation/evaluation</i></p> <p><u>Rigorous Teacher Evaluation System.</u> update the current teacher evaluation system to include data analysis, reflecting improved instructional strategies used in the classroom based on professional development activities, and an individual professional development plan aligned with Professional Teaching Standards and Continuum of Teacher Development.</p> <p><u>Comprehensive Instructional Reform.</u> Providing for the placement of 2 Instructional Mentor/Coaches at each site to implement mentoring program will provide teachers with on-site job-embedded opportunities to identify weaknesses, build on their strengths and practice effective instructional strategies in the classroom in order to increase student achievement. Providing training opportunities in the classroom with technology integration in order to provide activities to increase student motivation and engagement. Embedding a</p>

regular framework of administering and analyzing formative assessment data will assist teachers in the design and implementation of intervention strategies for students who continue to struggle academically, and providing a Wellness/Learning Center for students in crisis can provide the safe environment needed to improve their psychological well-being and put them in a place to be ready and prepared to learn. The implementation of a districtwide Response To Intervention (RTI) model will provide a cohesive structure of intervention that is standardized across schools and levels (elementary and secondary levels)

Increased Learning Time. After-school tutoring can be expanded to include extending the school year for students on grade level and struggling as well as incoming kindergarten students; establishing a preschool model extends learning to students preparing for kindergarten. The junior high is extending their day to include a Success For All literacy model

Community-Oriented Strategies. Each school will be establishing a Parent Resource Center and a Parent Resource Page on the web for them easily to access attendance and grades for their children. Each center will also provide support to parents regarding child development, behaviors that promote learning, and any training and/or workshops they request pertaining to parenting and strategies for working with their children at home.

Staff Incentive Plan For Student Achievement. Building a system-wide plan that includes everyone on the staff of the schools provides the opportunity for all staff members to work on assisting with raising achievement, from bus drivers, custodians and office staff, to teachers and instructional assistants.

Removal of Staff Who Have Not Improved Despite Ample Opportunity. This component allows for barriers and obstacles to be removed and a system put in place that includes an accelerated plan for improvement and consequences for not making sufficient increases in skill level(s) in delivering effective instruction. The resources that will need to come together include: Human Resources, Governing Board, principals, Turnaround Director, and ADE.

Greater Operational Flexibility and Support. Implementing this model provides the Turnaround Director, principals, staff and district office to provide a larger measure of support and operational flexibility that begins with realignment of resources and allowing for strategies that, when implemented,

provide for greater success in academic achievement for students and teachers.

Each of these components is part of the Transformation Model and, according to material provided and cited in the *Handbook of Effective Implementation of School Improvement Grants*, these elements are closely tied to successfully transforming schools, their environments, and vision.

The Transformation Model affords the schools to research and use innovative methods to close the achievement gap with the native youth who comprise 99.9% of the student population.

Using this model allows the schools to work on transforming their school vision, structure, and culture in order to meet the needs of their students and to close the achievement gap that has inflicted a negative image of school self, ability, academic achievement for native students.

Providing job-embedded professional development will allow teachers to improve their skill in delivering effective and innovative instructional strategies, analyze data to make data-driven decisions regarding their students and to intervene at appropriate moments in each child's learning; the goal at all times will be to improve student achievement. The Transformation model also encourages parent and community to involve themselves in the school's vision and goals and offers the potential to build a true partnership between school and community.

Providing a social/emotional learning needs component at each of the schools will provide students the opportunity to overcome those issues and challenges that are preventing them from becoming better students and improving their achievement.

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
Alchesay High School	04091600005	x					x
Canyon Day Junior High School	040916000952	x					x
Seven Mile Elementary School	040916002190	x					x
Whiteriver Elementary School (Tier III)	040916000951						x

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

SCHOOL NAME	NCES ID#	AYP Designation	Area of Need(s) Based on 2009 AIMS Assessment
Whiteriver Elementary School	040916000951	Did Not Meet	Reading and Math

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:

Not applicable to this LEA

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:

<p>LEA Goal, Build A Rigorous Staff Development System: The LEA will redesign and implement a rigorous staff development system aligned to Professional Teaching Standards, Continuum of Teachers Development and elements of job-embedded multiple level professional development principles. <i>(Transformation Model Components: Rigorous Staff Development and Teacher Evaluation Systems</i></p>
<p>Baseline Data: ASIP School Needs Assessment; LEA Needs Assessment; Standards Assessment Inventory; Root Causes, Section C; LEA Capacity, Section B, SIG Application</p> <p>Measured By: Staff Development Documentation System: Evaluations by teachers of activities scheduled; agendas and summaries of planning and strategy meetings; schedule of professional development activities; professional development calendars of LEA and schools in the district; list of qualified and screened professional development presenters and facilitators (on-site and in-district; out-of-district/on-site); list of instructional coaches and specialties in planning sessions regarding comprehensive instructional reform; quarterly and semester reports</p>

Strategy 1: The LEA will design and implement a rigorous mentoring and induction program across the district aligned to AZ Professional Teaching Standards and AZ Continuum of Teacher Development and coordinated with rigorous staff development and teacher evaluation systems. *(Transformation Model, Rigorous Staff Development System)*

Action Steps	Timeline	Person(s) Responsible
1. Register six representatives from each of the 5 schools, in addition to a special needs teacher and district representatives, for the New Teacher Center's Teacher Mentor Academy Series (sponsored by ADE Highly Qualified and Transition To Teaching federally funded grant)	March, May, September, October 2010	SIS/CS
2. Principals attend "The Role of Principal in High Quality Induction Programs" professional development training session to get an overview of a national recognized mentoring and induction model.	May 2010; November 2010	SIS/CS
3. Review and select a mentoring system that includes training at the teacher, mentor and principal levels integrated with the AZ Professional Teaching Standards and AZ Continuum of Teacher Development.	May/June 2010	LEA Restructuring Team

4. Coordinate with AZLEADS/Helios to devise and implement Blended Coaching model for administrators	July/August 2010	Turnaround Director; Superintendent
5. Schedule Turnaround Principal Training (7 days) with AZLEADS	2010-2011	Turnaround Director; Turnaround Principals
6.. Working with principals, identify teachers who will be part of the Year 1 Implementation effort of the Induction/Mentoring model.	July 2010	Principals; SIS/CS
7.. Working with consultants selected by LEA, lay out schedule for mentor training	June/July 2010	SIS/CS; Consultant; Turnaround Director
8. Meet with principals to identify mentors at school sites and to finalize schedule for Year 1 Implementation	July 2010	Principals; LEA
9.. Order materials needed for program/announce program	July 2010	SIS/CS
10. Schedule Mentor Forums, Year 1	July 2010	SIS/CS; Mentors; Consultant; Turnaround Director
11. Include mentoring efforts on monthly agendas with LEA Leadership Team and site administrators	August 2010 - May 2011	SIS/CS; Mentors; LEA Leadership Team; Turnaround Director
12. Implement Year 1 of Mentor Program	August 2010	SIS/CS; Mentors; Turnaround Director
13. Assess strengths and weaknesses of mentor induction program	May 2011	Turnaround Director
14. Continue best practices learned from Year 1 Implementation	2011-2012	LEA; principals; school leadership teams; mentors
15. Implement Year 2 Mentor Program	August 2011	LEA; Mentors
16. Continue best practices learned from Year II Implementation	2012-2013	LEA; Mentors; teachers; principals
17. Implement Year 3 Mentor Program	August 2012	LEA; mentors

18. Outline sustainability plans for continued implementation and cycling of effort	January 2013 - May 2013	Turnaround Director; Federal Programs Director; Business Manager
<u>Strategy 2:</u> Update current professional development system and convert to a multi-level job-embedded professional development system for 2011-2012 school year. (<i>Transformation Model, Rigorous Staff Development System</i>)		
Action Steps	Timeline	Person(s) Responsible
1. Continue monthly Principals: School Improvement/Curriculum Team meetings with professional development efforts as a monthly agenda item	September 2010	Principals; Turnaround Director; Federal Programs Director; Special Needs Director; SIS/CS; Superintendent
2. Collect current PD calendars from schools and integrate the schedule with trainings	July 2010	SIS/CS
3. Analyze and identify duplicate or overlapping PD plans, then modify	July/August 2010	
4. Cross-reference PD opportunities with AZ Professional Teaching Standards, Continuum of Teacher Development, and goals, strategies and action steps of school improvement plans (ASIP, SIG) and its Title I School-wide Plan)	August 2010	SIS./CS
5. Identify unique PD requirements at each school, verify with principals and instructional coaches at each building and integrate those requirements with the LEA plan	July/August 2010	Principals; District Facilitator; Turnaround Director
6. Determine if a school contains unique PD requirements that overlap within the LEA PD Plan	July/August 2010	Principals; District facilitator

7. Identify instructional coach, facilitator, specialist and principal strengths in PD (e.g., classroom management, balanced literacy, differentiated instruction, classroom management, lesson plan design, integrating technology in the classroom, formative assessment, data-driven decision-making) through a self-assessment process.	September/October 2010	Action Team; District Facilitator; Coaches; Mentors Facilitators; Specialists; Principals; Turnaround Director
8. Meet with building Mentors to determine identified PD needs of teachers at schools	October 2010	Mentors; Action Team members
9. Meet with principals to determine identified PD needs based on current teacher evaluations (no names; topics only)	October 2010	Principals; Action Team members
10. Meet with Special Needs Director to determine identified PD requirements of special needs teachers and suggested PD topics for regular classroom teachers	October 2010	Special Needs Director; Turnaround Director
11. Meet with Technology Department and principals to determine what specific technology needs are in the district (integrating technology in the curriculum and classrooms) aligned with the existing technology plan	October 2010	Technology Director; Turnaround Director
12. Consolidate coach, mentor, principal, special needs, and technology findings into a comprehensive PD plan	November 2010	Action Team; Turnaround Director
13. Integrate the LEA's Comprehensive PD Plan with the current PD calendar for schools.	November 2010	Action Team; Turnaround Director
14. Devise a leveling system for PD based on Continuum of Teacher Development	November 2010	Action Team; Turnaround Director
15. Send survey to teachers (elementary and secondary) with the three most identified PD needs in the LEA and ask them to place themselves on the continuum based on what they think they know about the topic	November/December 2010	Action Team; Turnaround Director
16. Using the three topics, work out a multiple level pilot training session for Spring 2011; build practice and debrief sessions with teachers for each level (at least two opportunities to practice and debrief before being observed by school site facilitator, mentor, coach or principal)	January 2011	Action Team; Principals; SI/CS
17. Tabulate results and share with principals; ask them to make adjustments as they perceive skill level of teachers who answered the survey	January 2011	Action Team; SI/CS

18. Schedule pilot for elementary schools on a Wednesday in Spring 2011	January/February 2011	Action Team; SI/CS; Turnaround Director
19. Schedule pilot for secondary schools on a Friday in Spring 2011	January/February 2011	Action Team; SI/CS; Turnaround Director
20. Build an evaluation checklist to be used at the end of each phase of the training sessions (introduction/presentation, practice/debrief, observation)	January 2011	Action Team; SI/CS; Turnaround Director
21. Identify presenters for each level (in-district, if possible, comprised of facilitators, coaches, specialists and principals in the LEA)	January-March 2011	Action Team; SI/CS; principals; Turnaround Director
22. Review evaluations after pilot session is over; tabulate feedback and share with principals, action team, facilitators, coaches and mentors	April/May 2011	Action Team; SI/CS; Turnaround Director
23. Work with action group to identify 4 Hot Topics for 2011-2012 and design and tentatively schedule a multiple level PD opportunity for the 4 Hot Topics	April/May 2011	Action Team; SI/CS; Turnaround Director
24. Utilize services provided by Arizona Department of Education to audit professional development plan.	June 2011	ADE; Turnaround Director
25. Schedule Hot Topics for 2012-2013.	June/July 2011	Action Team; SI/CS; Turnaround Director
26. Quarterly reports to principals, facilitators, coaches, mentors, and action team regarding results of PD	Begin December 2010; quarterly thereafter	SI/CS: turned in to Turnaround Director
27. Standardize all evaluations required for trainings in the LEA	October/November 2010	Action Team; SI/CS; Turnaround Director
28. Ensure a cycle of <i>present, practice, debrief, practice, debrief, observation/evaluation</i> is embedded in each PD opportunity and integrated with mentoring/coaching program for 2011-2013	January/February 2011	Action Team; SI/CS; Turnaround Director

29. Based on adjustments, schedule professional development for 2012-2013	June/July 2012	Action Team; principals; SI/CS; Turnaround Director
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Strategy 3: Design a progress monitoring and documentation system for tracking and monitoring progress of staff development system revision efforts.		
Action Steps	Timeline	Person(s) Responsible
1. Maintain documentation of each school's professional development calendars and efforts, including teacher attendance.	June 2010; ongoing thereafter	Turnaround Office
2. Design a system of submitting list(s) of providers, presenters and facilitators to Action Team to review, including administrators and staff of schools in-district	June/July 2010	Turnaround Office
3. Systematize requirements of off-site presenters and facilitators: a) presentations are directly tied to instructional strategies needed and requested from school and/or LEA b) presentation of programs and models are presented based on how the program/model can be used as a resource to implement curriculum, instruction and assessment at schools/LEA c) a biography of information regarding the entities and/or individuals who are applying to present at the schools/LEA must be kept on file at LEA	June/July 2010	Turnaround Office
4. Agendas and summaries of PD Action Team and Mentor Forums maintained at LEA	September 2010; monthly thereafter	School Action Teams; Turnaround Office
5. Quarterly updates entered in ALEAT and a Word document uploaded to LEA Filing Cabinet in ALEAT system is required	September 2010; December 2010; March 2011; June 2011	SIS/CS
6. Monthly and quarterly reports are prepared for Turnaround Director as requested and copies maintained in documentation system at LEA	August 2010; monthly thereafter	Principals
7. Develop a consistent schedule (at a minimum, bi-weekly) two-way communication with principals, Turnaround.	June 2010	Turnaround Director; principals

8. Design a PD data collection instrument to be used with all PD activities, allowing for accurate data analysis.	September 2010	Turnaround Director; principals
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<p><u>LEA Goal, Build A Rigorous Teacher Evaluation System:</u> The LEA will design and implement a rigorous teacher evaluation system on a district level that is aligned to AZ Professional Teaching Standards, AZ Continuum of Teacher Development, district action principles from <i>The Handbook of Effective Implementation of School Improvement Grants (Transformation Model Components: Rigorous Staff Development and Teacher Evaluation Systems)</i></p>		
<p><u>Baseline Data:</u> LEA School Needs Assessment Results; Standards Assessment Inventory; Root Causes, Section C SIG Application; LEA Needs and Barriers, Section C.2, SIG Application, School and LEA Barriers, Section C, SIG Application</p>		
<p><u>Strategy 1:</u> Examine, revise, update, and implement a district-wide teacher evaluation and administrator assessment system that is aligned to AZ Professional Teaching Standards, the Continuum of Teacher Development, and AZ Administrator Professional Standards with full implementation targeted for 2011-2012 school year.</p>		
Action Steps	Timeline	Person(s) Responsible
1. Working with consultant, review, audit, and update position descriptions for all staff in the LEA.	August 2010-May 2011	HR Director; Turnaround Director; Consultant
2. Coordinate development of a new teacher evaluation system with ongoing efforts of the Arizona Department of Education, reflecting a consistent statewide approach.	October 2010	Turnaround Director;
3. Using internal Evaluation Team (consisting of Turnaround Director, principals, Instructional Coaches/Mentors and consultant) identify areas that align with Teacher Mentor and Professional Development systems as they are updated and implemented.	August 2010; monthly thereafter	Superintendent ; Principals; Teachers
4. Meet with administrators and teacher representatives to review areas identified in need of change	September 2010	Turnaround Director
5. Design teacher self-assessment survey that aligns with Professional Teaching Standards and Continuum of Teacher Development (aligned/tied in with Mentor program needs and goals)	August 2010	Evaluation Team
6. Implement/require use of Individual Professional Development plan tied to evaluation system	May 2011	Turnaround Director
7. Select a consultant provider to review changes and updates to verify that the	June/July 2010	Turnaround

system reflects best practices and research that embeds teacher evaluation with professional learning communities and performance learning		Director; LEA Restructuring Team
8. Ensure a reflection component is included in the teacher evaluation system	April 2011	Evaluation Team
9. Provide training to administrators regarding the revised teacher evaluation system	May/June 2011	Turnaround Director; consultant
10. Schedule district-wide implementation at the beginning of the Year 2 cycle of the SIG application (2011-2012).	May 2011	LEA Restructuring Team; Turnaround Director
11. Create a study group to analyze and design suggestions for updating and revising administrator evaluation system based on AZ Administrator Professional Standards and a continuum of leadership/administrator development	January 2011	LEA Restructuring Team
Strategy 2: Revise the current 301 staff incentive program to include elements and indicators directly pertaining to teachers and staff who raise student achievement. (<i>Transformation Model Component</i>)		
Action Steps	Timeline	Person(s) Responsible
1. Review/revise current 301 plan for LEA	August 2010	Superintendent; Governing Board; Turnaround Director; principals; LEA Restructuring Team
2. Develop a plan that rewards a system-wide effort for improved student achievement. Connected to revised position descriptions/evaluation systems	Position Descriptions August 2010 Teacher Evaluations October 2010 Incentive Plan March 2011	
3. Write guidelines for Transformation Staff Incentive Plan that addresses the following issues:		
♦ Levels: School, Grade Level, teacher, others		
♦ Achievement criteria: AIMS, formative assessments, performance-based assessments; AZ Growth Model		
♦ Percentage of performance and achievement to be allotted		
♦ Definition of achievement: number of students who move from approaches to meet; from falls far below to approaches; special needs students; ELL students		
♦ Payment schedule: end-of-year; mid-year; beginning of following year;		

◆ Addressing secondary: content area; grade level; history; science; electives; counselors; coaches; mentors; administrator		
◆Address kindergarten; preschool; instructional assistants; office staff; other staff members		
6. Submit plan to ADE and Governing Board for approval	April/May 2011	Superintendent; Turnaround Director; ADE: SIG; Governing Board
7. Implement Incentive Plan at the beginning of the 2011-2012 school year using data from 2010-2011 school year based on criteria and guidelines written 2010-2011	August 2011	Superintendent; turnaround Director; Principals;

Strategy 3: Design a system of removal of staff "who do not improve after given ample opportunity " (<i>Transformation Model Component</i>)		
Action Steps	Timeline	Person(s) Responsible
1. Examine current law and policies that are barriers to streamlining system of staff removal.	September 2010	Superintendent ; Turnaround Director; HR Director; attorneys; ADE; principals
2. Seek technical assistance and support with designing system from ADE:SIG and attorneys	September 2010	
3. Review with principals those behaviors that would fall under the category "do not improve after given ample opportunity"	October 2010	
4. Write guidelines for staff removal	November-January 2011	
5. Incorporate changes in the teacher evaluation system with board policy	May 2010	
6. Determine how this policy is written into contracts	November-January 2011	
7. Submit plan to ADE and Governing Board for approval	June 2010	
8. Notify staff who may fall under this category and create an accelerated plan of growth for first semester of the school year	July 2010	
9. Implement 2010-2011	August 2010	
10. Principals work with teachers to write accelerated growth plan for first semester	August 2010	
11. Principals submit list of teachers/staff who have not met accelerated plan of growth for first semester	October 2010	

12. Recruit teacher(s) to fill position(s) to be vacated by teachers at end of 1st semester	December-January 2012	HR Director; principals; Principals; Turnaround Director
13. New teachers assigned mentor	January 2011	
14. Principals submit list of teachers/staff who have not met accelerated plan of growth for second semester.	April 2011	
15. Notify teacher(s) who have not met criteria of accelerated growth plan for 2nd semester	April 2011	
16. Review first year implementation, make adjustments if necessary and implement for 2011-2012	May 2011	
<p>Strategy 4: Design a monitoring system that provides updates of ongoing efforts of updating and revising LEA teacher evaluation system so that implementation can take place Year 2, 2011-2012. (Transformation Model Component, part of Section E, SIG application)</p>		
Action Steps	Timeline	Person(s) Responsible
1. Determine materials needed and ensure they are provided to study group who will oversee update and revisions	July 2010	Turnaround Office
2. Document agendas, summaries and evidence collected during the year-long study	September 2010; ongoing thereafter	
3. Ensure study group agenda item is on any and all administrator meetings for the 2010-2011 school year	September 2010	
4. Maintain copies of growth plans in Superintendent's Office	August 2011	Superintendent ; Turnaround Director; HR Director
5. Maintain copies of meetings pertaining to specific staff members in Confidential File in Superintendent's Office	August 2011; ongoing thereafter	

LEA Goal, Build A Rigorous DistrictWide RTI (Response To Intervention) System: The LEA will design and implement a district-wide RTI system that includes Tier 1, Tier 2 and Tier 3 levels of intervention at the elementary and secondary levels and addresses needs of special needs, ELL learners, striving learners. (*Transformation Model Components: RTI Component required for Transformation Intervention Model of School Improvement. pp 123-125; Accelerating Acquisition of Basic Reading Skills: Elementary and Middle School (pp133-135); Accelerating Acquisition of Basic Math Skills: Elementary and Middle School(pp.137-138); Accelerating Instruction in Reading: Grades 9-12 (pp. 139-141); and Accelerating Instruction In Mathematics: Grades 9-12 (pp. 143-144)*)

Baseline Data: Transformation Model Components; TIPS Team and Solution Team Findings; *Handbook of Effective Implementation of School Improvement Grants,*

Strategy 1: Adopt and implement an RTI Train-The-Trainers Model of Intervention district-wide, encompassing 3 tiers of intervention at the elementary and secondary levels, focusing primarily on literacy and math.

Action Steps	Timeline	Person(s) Responsible
1. Review, screen and select RTI consultant/provider who will work with LEA to consolidate and standardize RTI efforts at schools within LEA	June/July 2010	LEA Restructuring Team; Special Needs Director; Principals; Turnaround Director
2. Determine cost of assistance from provider/consultant for design and implementation of a district-wide RTI model, elementary and secondary	June/July 2010	
3. Work with selected provider to design a 3-year implementation RTI program that supports efforts of schools.	August 2010	
4. Collect any intervention plans from LEA schools and compare with selected RTI model	August 2010	
5. Form an RTI Team comprised of one representative from each school and an LEA Restructuring Team member who will coordinate RTI efforts and facilitate the efforts of the RTI team.	September 2010	
6. The RTI Team and RTI consultant will lay out 3-year implementation plan and monitor at school level(s) efforts	September 2010	
7. Schedule monthly meetings (minimum) to examine challenges and obstacles faced at school sites in implementation	October; monthly thereafter	
8. Year 1 Design: Training and Phase I implementation: identify universal screening instrument to be used for literacy and math; monitoring tiered intervention and evidence-based practices established; monthly progress reports; annual report required that summarizes efforts, challenges and successes of implementation; identification of weaknesses to be addressed during Year II implementation	June/July/August 2010	Principals; RTI consultant; RTI teachers from schools; principals; Action Team

9. Identify LEA RTI Coordinator and recruit and hire 2 Tier II Reading Specialists to address Tier II needs of special needs students at the high school (100 students) and junior high school (50-75 students).	May 2010–July 2010	Special Needs Director; HQ Director
10. Year 2 Design: Training and Phase II implementation of training the trainers; monthly progress reports; annual report required that summarizes efforts, challenges and successes of implementation; identification of weaknesses to be addressed during Year III implementation	June/July 2011	Principals; RTI consultant; RTI teachers from schools; principals; Action Team
11. Year 3 Design: Training and Phase III implementation; monthly progress reports; annual report required that summarizes efforts, challenges and successes of implementation; identification of cycle of implementation, training, and sustainability for subsequent years	June/July 2012	Principals; RTI consultant; RTI Team; Turnaround Director
12. Review annual reports for the three years; create a schedule of sustainability to ensure the RTI model becomes institutionalized (a system of training, debrief, mentoring, and practice)	June 2012	LEA RTI Coordinator; Special; Turnaround Director
Strategy 2: Design a progress monitoring system that provides updates of ongoing efforts of design and implementation of RTI (Response To Intervention Model) over a 3-year period, beginning 2010-2011.		
Action Steps	Timeline	Person(s) Responsible
1. Determine materials needed and ensure they are provided to study group who will work along with provider/consultants on implementation of RTI	July/August 2010	Special Needs Director; turnaround Director; RTI consultant
2. Document agendas, summaries and evidence collected during the year-long study	August 2010; monthly thereafter	Special Needs Director; Turnaround Director
3. Design a timeline for 2010-2011 incorporating individual school plans for implementing RTI;	August 2010	Special Needs Director; Turnaround Director; RTI consultant; principals
4. Analyze individual plans and consolidate components recommended by RTI consultant	September 2010	Special Needs Director; Turnaround director; RTI Consultant
5. Determine support needs of schools and provide assistance with embedding needs and services at schools	October 2010	Special Needs Director; Turnaround Director; RTI Consultant; LEA RTI Coordinator
6. Require documentation from school sites pertaining to RTI training and events attended during Summer 2010	August 2010	Special Needs Director; LEA RTI Coordinator; Turnaround Director

7. Ensure RTI Team agenda item is on any and all administrator meetings for the 2010-2011 school year	August 2010	Special Needs Director; LEA RTI Coordinator; Turnaround Director
8. Members of RTI Team will represent schools and be from each school's leadership/transformation team; they will act as liaison between LEA and schools and keep schools apprised of ongoing RTI efforts; they will also bring concerns, challenges and questions to the study group, thereby creating a two-way communication system	September 2010	Principals; Special Needs Director; Turnaround Director; RTI Team
9. Presentations made to PAC and faculty/staff pertaining to RTI and challenges of district-wide and school-wide implementation	Quarterly beginning September 2010	Special Needs Director; LEA RTI Coordinator; RTI Team; Turnaround Director
10. Create a network of peers who can provide support to one another during implementation process	October 2010	LEA RTI Coordinator

Note: Goals for Alchesay High School are pending approval by Turnaround Director and Turnaround Principal

AHS Math: Increase the number of students who initially pass Math AIMS by 15% and decrease the number of Falls Far Below students by 10% as measured on 2011, 2012, and 2013 Spring Math AIMS assessments.		
Baseline Data: 2009 Spring AIMS, Cohort 2011: Math 27%		ADE AMO 2010-2011: 55% ; 2011-2012: 70%; 2012-2013: 85%
Measured By: Spring AIMS results; analysis of number of students who retake AIMS HS Math and number of students who initially pass AIMS		
Strategy 1: Redesign current mathematics courses and course descriptions at Alchesay High School		
Action Steps	Timeline	Person(s) Responsible
1. Update and revise 2009-2010 high school math curriculum to include: ♦ A logical progression of the most important skills and topics ♦ Includes appropriate benchmarks to build mastery ♦ Includes an accelerated and enriched math component for gifted students	July 2010	Math Department Facilitated by Math Department Chair; Turnaround Principal
2. Design a math computer lab focused specifically on math that is available to all students.	March 2010	Math Department Facilitated by Math Department Chair; Turnaround Principal
3. Screen, interview and hire a math specialist who will run the math lab and work with Math Department Chair to design job-embedded professional development for math department staff	June 2010	Turnaround Principal; Turnaround Director
4. Recruit and hire a Technology Integration Specialist to	July/August 2010	Turnaround Principal; Turnaround

collaborate with math specialist/ consultant and Instructional Coaches/Mentors to provide training and support in the integration of technology in the classroom. Purpose: provide increased student engagement and motivation in math classrooms.		Director
5. Arrange to have ten computers in each math classroom	March 2010	Math Department Chair
6. Screen, review and hire math consultant to work with math specialist in designing professional development plans for math department members.	June 2010	Turnaround Director; Turnaround Principal; Math Department Chair
7. Schedule professional development for math teachers in the areas of differentiated instruction, intervention, and deepening content area knowledge	July/August 2010	AHS Mentor/Coach; Math Consultant; Turnaround Principal; Math Department Chair
8. Using the LEA mentoring/coaching system, schedule bi-weekly meetings with each math teacher in the department to review efforts to broaden range of instructional strategies being used in the classroom.	September 2010	
9. Embed cycle of <i>present/ practice/ debrief/ practice/observation/evaluation</i> when training in the use of differentiated instructional strategies and expectations in the classroom.	September 2010	AHS Mentor/Coach; Instructional Math Coach
10. Require attendance at a minimum of one off-site workshop training session on effective instructional strategies for each math department staff member as part of their professional growth plan.	Annually beginning August 2010	Turnaround Principal; Turnaround Director
11. Schedule presentations by math department staff members using one targeted instructional strategy learned at off-site working that will be embedded in math classroom instruction.	To be determined based on when off-site training attended	Instructional/Mentor Coach; Math Specialist; Math Department Chair; Turnaround Principal
12. Design a pre/post assessment for all math classes to determine level of skill and where learning gaps occur using A+ software	April 2010	Math Department members; math consultant; LEA Restructuring Team; Turnaround Principal
13. Create a list of LToJ Math vocabulary words to be used in the Math Department	July/August 2010	Math Department members; LEA L To J consultant
14. Outline common formative, 4-week and benchmark assessment systems for each math course in the department, with focus on 9th and 10th grade math classes.	June/July 2010	Instructional Coach; Math Department members; Turnaround Principal; Turnaround Director
15. Schedule common protected time for teachers of common subject areas (Algebra I, Algebra II, Geometry), focusing on 9 th and 10 th grade math classes as well as Tier II and Tier III RTI	July/August 2010	Turnaround Principal

intervention classes		
16. Appoint math representative, secondary, to District Curriculum Team	June 2010	Turnaround Principal
17. Review current math texts and materials and actively participate in monthly District Curriculum Team meetings pertaining to secondary math (grades 6 through high school) during the 2010-2011 school year.	September 2010; monthly thereafter	District Curriculum Team; Math Department
18. Ensure that choices for updated math texts and materials are part of the District Textbook Adoption Cycle for 2010-2011.	December 2010	District Curriculum Team
19. Design a monthly newsletter for parents about math (option: include Math Corner in school monthly newsletter)	October 2010	Math Department Chair
20. Design a Math Olympiad/Decathlon to be held in late Spring of each school year	January-March 2011	Math Department; Academic Decathlon Sponsor
21. Recognize students who meet criteria and requirements of each math class and who improve their AIMS scores	Aug, Dec 2010; Mar, Aug, Dec 2011; Mar, Aug, Dec 2012; Mar, June 2013	Turnaround Principal; AHS Leadership Team; Math Department
Strategy 2: Design and implement an RTI 3-Tier math intervention system		
Action Steps	Timeline	Person(s) Responsible
1. Analyze pre assessments and schedule students according to need	August 2010	Math Department
2. Review AHS Operation Pass Class and update and revise to meet specific needs of students who are struggling in math.	July/August 2010	LEA RTI Coordinator; AHS Math Literacy Team; Instructional Coach/Mentor; AHS Math Specialist/Consultant
3. Form AHS Math Literacy Team (comprised of Math Department Chair or designee; AHS RTI Action Team member; instructional coach/mentor; math specialist/consultant; AHS Retention Team member)	July/August 2010	Turnaround Principal
4. Revise Pass Class to ensure alignment with tiered levels of RTI and submit to Turnaround Principal and Turnaround Director for approval	August 2010	AHS Math Team; Turnaround Principal; Turnaround Director

5. Use data-driven decision-making to design intervention plans for students who are struggling with math	August 2010	Instructional Coach/Mentor; Math Specialist/Consultant; LEA RTI Coordinator
6. Determine strengths of potential math tutors for Math Intervention Program	August 2010	Turnaround Principal; AHS Instructional Coach/Mentor; Math Specialist/Consultant; Math Department Chair
7. Devise three tiers of intervention and guidelines and criteria for each level that aligns with RTI (Response To Intervention) model: ◆Reteach (at what point and based on which data; who will re-teach; methods and strategies; materials); ◆Prescriptive Intervention (where and how; based on which data; contracting with parents; who will teach; materials and resources to be used; assessments to determine growth) ◆Counseling (Level 3 determined by non-participation in prescriptive intervention; continued difficulties; counseling required before going back to prescriptive teaching; work with parents, student and math specialist; options outlined)	August 2010	Turnaround Principal; AHS Retention Team; AHS RTI Team; AHS Math Literacy Team
8. Implement Intervention Plan	October 2010	Math Department

Strategy 3: Design a progress monitoring and documentation system for tracking and monitoring progress of math Alchesay High School		
Action Steps	Timeline	Person(s) Responsible
1. Maintain system of monitoring students who are in the math program at AHS on a bi-weekly basis.	August 2010; monthly thereafter	Math Department Chair; Math Specialist; AHS Instructional Coach
2. Add specific math strategies to the Standard Observation Protocol recommended at TAP meetings for principals.	August 2010; as scheduled thereafter	Turnaround Office
3. Recruit and hire an AHS Data Coordinator who will oversee data collection and assist and support with regular data analysis for literacy, math, retention/drop-out, attendance and graduation rate	July/August 2010	Turnaround Principal; Turnaround Director
4. Submit monthly reports to LEA Turnaround Office	August 2010; monthly thereafter	Math Department Chair
5. Submit pre/post, formative, 4-week and benchmark assessment data results to LEA Turnaround Office	September 2010; monthly thereafter	AHS Math Literacy Team; AHS A+ Assessment/Data Coordinator

6. Provide monthly update information to AHS Turnaround Principal	August 2010; monthly thereafter	Math Department Chair
7. Maintain file of agendas and summaries of AHS Math Literacy Team; submit to Turnaround Principal and Turnaround Office	August 2010; monthly thereafter	Math Department Chair
	August 2010	

AHS Reading: Increase the number of students who initially pass Reading AIMS (10th grade) by 15% and decrease the number of Falls Far Below students by 10% as measured on 2011, 2012, and 2013 Spring Reading AIMS assessments.		
Baseline Data: Spring 2009 Cohort 2011 Reading: 47%	ADE AMO: 2010: 61.4%; 2011: 74.2%; 2012: 87%	
Measured By: AIMS Scores; reading diagnostic assessments; improved scores on formative and summative assessments; reduced numbers of students in Tier Two and Tier Three levels of AZ RTI program at Alchesay High School		
Strategy 1: Design and implement a AHS Title Literacy Program to replace current outdated reading program at Alchesay High School.		
Action Steps	Timeline	Person(s) Responsible
1. Screen, interview and schedule consultants to conduct data walks and evaluate current literacy program.	March 2010	Turnaround Principal; Title VII Reading Specialist; Turnaround Director

2. Include specific reading/literacy strategies on the Standard Observation Protocol recommended at TAP meetings to be used by principals.		
3. Recruit and hire Technology Integration Specialist to provide training and support to reading specialist, English Department and special needs classrooms regarding integration of technology into instruction. Purpose: increase student engagement and motivation	July/August 2010	Turnaround Principal; Turnaround Director
4. Embed ongoing emphasis on vocabulary development and Bloom's Taxonomy in content-specific courses	July 2010	Reading Specialist; English Department Chair
4. Integrate the arts by using local Apache artists, musicians, poets, and storytellers to stimulate writing, literacy and oral language, as well as student motivation and engagement	2010-2011	To Be Determined
5. Embed L To J Vocabulary words and strategies across the school	July 2010	Reading Specialist; English Department Chair; L To J consultant; Turnaround Principal
6. Order materials from SRA/McGraw-Hill: <i>Reading Strategies</i>	April 2010	Reading Specialist
7. Provide in-service and training to all teachers before the start of the school year that focuses on seven key reading strategies: make connections, visualize, ask questions, predict, summarize, monitor and adjust reading speed, monitor and clarify and include on the Standard Observation Protocol	July/August 2010	Reading Specialist
8. Identify reading specialists/HQ staff who will/can assist individual students using data and RTI	August/September 2010	Turnaround Principal; Title VII Reading Specialist; AHS RTI Specialist; Instructional Coach/Mentor
9. Hire Tier 2 Reading Specialist (working with Tier 2 and Tier 3 students/special needs students) to work with students in small groups	August 2010	Turnaround Principal; HR Director
10. Establish a research-based media center and library	To Be Determined	AHS Librarian; AHS Literacy Team
11. Establish classroom libraries in every classroom	September-December 2010	AHS Literacy Team; Reading Specialist; English Department chair
12. Purchase adequate book shelving and books	To Be Determined	Turnaround Principal
13. Maintain connection and participation in Operation Teen Book Drop and If I Can Read, I Can Do Anything (promotes literacy in Native communities and reservation schools)	August 2010	Reading Specialist

14. Design qualitative and quantitative assessment measures aligned to AZ Reading Standards for grades 9-	August 2010	Reading Specialist
15. Design embedded professional development system that addresses reading instruction in the content area courses and ensure there is a cycle of <i>present/practice/debrief/practice/debrief/observation/evaluation</i>	September-December 2010	Reading Specialist; Instructional Coach
16. Utilize literacy/language development strategies offered by OELAS, ADE through on-site training.	2010-2011	Turnaround Office
17. Design an Honors Reading class and offer it to all students	January 2011	AHS Literacy Team
18. Integrate the arts into literacy classes using local (Apache) artists, musicians, poets and storytellers to stimulate writing, oral language and literacy.	October 2011	Reading Specialist
18. Coordinate implementation of Reading RTI for all students with AHS Leadership Team and LEA	September 2010	Turnaround Principal; AHS RTI Specialist; Reading Specialist; AHS Literacy Team; Instructional Coach/ Mentor
19. Design tutoring program aligned with RTI model of intervention for students who need additional support with reading	August 2010	Reading Specialist; AHS RTI Specialist
20. Analyze intervention strategies and design a method to use as intervention strategies in content area courses	September 2010	AHS Literacy Team
<p><u>Strategy 2:</u> Design a 3-tier RTI (Response To Intervention) model for students struggling with reading</p>		
Action Steps	Timeline	Person(s) Responsible
1. Create Tier One level to include:	August/September 2010	AHS RTI Team; Reading Specialists; Turnaround Principal; AHS Literacy Team
◆Reading and writing Instruction delivered to all students in English classes, Reading Specialist classes and content-area classes		
◆Integrate content-specific literacy strategies in repertoire of all content area teachers		
◆Integrate supplementary Young Adult Literature into Content (English) curriculum		

◆Provide a block of time for students to read self-selected books		
2. Create Tier Two level to include:		
◆Targeted intervention in the classroom with 1:1 or small group instruction		
◆Provide technical support and assistance from Reading Specialists to content area teachers in providing intervention strategies and/or modeling lessons using small group strategies		
3. Create Tier Three level to include:		
◆Selection of students to receive targeted, intensive intervention outside the classroom when approaches taught in Tier One and Tier Two do not work		
◆Tier Three students are taught by reading specialists using a combination of computer intervention and strategies designed for individual diagnostic reading instruction		
◆Progress of Tier Three students is monitored weekly		
4. Ensure that sustained commitment of 4-5 years by administrators and staff is guaranteed in order to build capacity and to impact targeted outcomes	To Be Determined	Turnaround Principal; Turnaround Director; AHS staff
5. Schedule regular professional development on AZ RTI in coordination with LEA	October 2010	LEA RTI Coordinator; RTI consultant; Turnaround Principal; AHS Reading Specialist
6. Use Degree of Reading Power assessment test (electronic)	April 2010	Reading Specialist
7. Administer DRP (Degree of Reading Power) to all students for 2010-2011 school year	April 2010	Reading Specialist
8. Screen incoming freshmen at feeder middle school	April 2010	Reading Specialist
9. Analyze results with AIMS, SAT-10	June/July 2010	Reading Specialist; Instructional Coach/Mentor; AHS Leadership/Transformation Team; Turnaround Principal
10. Continue use of computer-aided instruction (CAI):	August 2010; available thereafter	Reading Specialists; AHS Data Coordinator
◆Continued use of Auto Skills Academy of Reading		
◆Continued use of A+ Reading program		
◆Reading Specialist classrooms equipped with a minimum of five computers for each room (three classrooms/15 computers)	To Be Determined	Turnaround Principal; Federal Programs Director; Reading Specialist
11. Provide common planning time for teachers to analyze data and plan for ways to serve students	To Be Determined	Turnaround Principal

12. Form an AHS Literacy Team of staff and students (Team should include Reading Specialist and English Department chair); member of Literacy Team part of AHS Leadership/Transformation Team	To Be Determined	Turnaround Principal; Reading Specialist; English Department Chair
13. Conduct Literacy Needs Survey of staff, students and stakeholders; results will help guide Literacy Program support	July 2010	Instructional Coach
14. Purchase <i>Power of Reading</i> by Stephen Krashen for AHS staff	June 2010	Turnaround Principal
15. Design and schedule job-embedded professional development provided by Reading Specialists in the areas of reading reasons (mini-lessons in reading strategies in content areas and successful sustained silent reading programs in the classroom), ensuring there is a cycle of <i>present/debrief/practice/debrief/practice/ observation/evaluation</i> regarding targeted instructional strategies (part of teacher mentoring/coaching model)	June/July 2010	Reading Specialist; Instructional Coach; Turnaround Principal
16. Utilize the literacy/language development strategies offered by OELAS, ADE, through on-site training.		
17. Work with AHS Mentors/Coaches to include reading across content areas as a topic and focus in meetings with mentored teachers	September 2010	Reading Specialist; Instructional Coach; Turnaround Principal
18. Work with Turnaround Principal to include a focus of reading across content areas with teachers in other content areas as part of professional growth piece of teacher evaluation. (cycle of <i>present/debrief/ practice/debrief/practice/ observation/evaluation</i> present in mentoring model and if topics are part of teacher evaluation plan)	September 2010	Turnaround Principal; Turnaround Director; Reading Specialist

Strategy 3: Design a progress monitoring and documentation system for tracking and monitoring progress of literacy program at Alchesay High School		
Action Steps	Timeline	Person(s) Responsible
1. Submit initial results of DRP with grouping to Turnaround Principal and Turnaround Office	August 2010; monthly thereafter	Reading Specialist
2. Coordinate efforts for formative assessment results reporting with LEA	August 2010	Reading Specialist; AHS Data Coordinator
3. Provide monthly update information to AHS Turnaround Principal and Turnaround Office	August 2010	Reading Specialist; AHS Literacy Team
4. Maintain a file of agendas and summaries of AHS Literacy Team	October 2010; monthly thereafter	Reading Specialist

5. Submit formative and assessment data results to LEA Turnaround Office	October 2010; monthly thereafter	Reading Specialist; AHS Data Coordinator
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<p><u>AHS Social/Emotional Learning Goal (Attendance, Drop-Out Rate, Graduation Rate, Behavior):</u> Increase the rate of attendance from 84.2% to 94% as measured by monthly attendance rate reports; decrease the drop-out rate by 5% each year (2011, 2012, 2013); and maintain a 71% graduation rate at Alchesay High School</p>		
<p><u>Baseline:</u> Attendance Rate: 84.2%; Drop-Out Rate: 17% Graduation Rate: 71%</p>		
<p><u>Measured By:</u> Increased attendance rates monthly attendance rate checks by grade level; decrease number of students missing more than 30 days per semester: use monthly attendance rates for targeted students on a monthly basis and compare with previous year's attendance rate for those students</p>		
<p><u>Strategy 1:</u> Increase attendance rate to 94%</p>		
<p>Action Steps</p>	<p>Timeline</p>	<p>Person(s) Responsible</p>
<p>1. Assist students with course selections</p>	<p>June/July/August 2010; 2011; 2012</p>	<p>Guidance Department; Retention Counselors</p>
<p>2. Offer options for students placement in regular, general studies, or the alternative program</p>		<p>Retention Counselors</p>
<p>3. Late Enrollment Support system built to provide information and review transfer transcripts</p>		<p>AHS Retention Team</p>
<p>4. Target students with poor attendance, failing grades, and lacking credits for graduation</p>		<p>Guidance Department; Retention Counselors</p>
<p>5. Provide 1:1 counseling of students referred by teachers to counseling</p>	<p>September 2010; monthly thereafter</p>	<p>Retention Team; Literacy Team; Math Literacy Team</p>
<p>6. Counseling Department and teachers build a network of support to work on strategies to engage students</p>	<p>October 2010</p>	<p>Retention Team; Literacy Team; Math Literacy Team</p>

7. Analyze data on student achievement	June/July 2010	Data Coordinator; Retention Counselors; Retention Team
8. Provide support to parents and provided information regarding education	September 2010	Retention Counselors; AHS Retention Team
9. Work with LEA Technology Department in building LEA's Parent Resource page; ensure that attendance, progress and credits earned is available to parents	July/August 2010	LEA IT Department; Retention Team
10. Hire 2 student retention counselors	June/July 2010	Turnaround Principal; Turnaround Director; HR Director
11. Hire a Door-To-Door Liaison to find students who are not coming to school	June/July 2010	
12. Hire a part-time Summer Outreach Liaison to assist with early enrollment and assist with the registration	June/July 2010	
13. Hire a Truancy Officer to assist School Retention Office and Door-To-Door Liaison	June/July 2010	
14. Verify student enrollment of students promoted from junior high school	July 2010	Retention Counselors; Data Coordinator
15. Verify that each student has a 5-year graduation plan	July/August 2010	AHS Retention Team; Guidance Counselors
16. Work with Higher Education Liaison to schedule sessions with students for academic and career counseling	September 2010	Retention Counselors; Higher Education Liaison
17. Schedule an 8th Grade Orientation session between 8th grade (incoming 9th grade) students; match with peers at Alchesay High School to provide support	To Be Determined	Guidance Department; AHS Assistant principal; AHS Instructional Coach/Mentor; CDJHS Turnaround Principal and CDJHS Instructional Coach/Mentor
18. Create an AHS Retention Team comprises of Retention Counselors, Higher Education liaison, Lead Guidance Counselor, Data Coordinator, and Turnaround Principal to review and analyze data and outline intervention plans for students and continuing issues and challenges faced by students psychologically, emotionally and academically.	June/July 2010	Turnaround Principal
19. Hire Data Coordinator to collect data and monitor L to J, disaggregated data, maintain records of discipline referrals, ELL and Sped students, common assessments, failure rates by grade, teacher and subject area.	June/July 2010	Turnaround Principal; Turnaround Director; HR Director

Strategy 2: Build a general studies program to support students with chronic attendance issues that is aligned with LEA RTI (Response To Intervention) model and

Action Steps	Timeline	Person(s) Responsible
1. Design a program of study for students who enroll at least 4 weeks after each semester without a viable transcript that shows passing grades; students who have dropped out or have been suspended and dropped for at least four weeks; and students who have consecutive or combined absences totaling 30 days or more	July/August 2010	AHS Retention Team; Turnaround Principal
2. Provide a fixed schedule of six classes consisting of: science, social studies, math, English, Reading lab and math lab	July/August 2010	Instructional Coach/Mentor; AHS Reading Specialist; AHS Retention Team
3. Missing activities, assignments and projects will be provided to the student by the general studies teacher for each subject area.	August 2010; as needed thereafter	General Studies Coordinator; Instructional Coach/Mentors; AHS Reading and Math Specialists
4. Appoint General Studies Coordinator with addendum to coordinate General Studies program	July/August 2010	Turnaround Principal
5. Build a General Studies Team consisting of General Studies Coordinator, general studies teachers and instructional assistant, and instructional mentor/coaches	August 2010	Turnaround Principal
4. Hire an instructional assistant to assist teachers and students with differentiated activities and assignments	July/August 2010	Turnaround Principal
5. Schedule weekly General Studies Team meeting to review attendance, implementation strategies, student issues	August 2010; weekly to bi-weekly as needed	General Studies Team; Assistant Principal; counselor; math and reading specialists;
6. Review results of students consistently attending/participating in the program and decide if student continues with General Studies or is scheduled into regular content area classes or WALC (Whiteriver Alternative Learning Center).	October, December, March and May of each year (end of grading periods)	General Studies Team; AHS Retention Team; AHS Leadership/Transformation Team; Turnaround Principal
7. Provide individualized support and guidance for students in the General Studies program	September 2010; as needed thereafter	General Studies Team; Assistant Principal; Reading and Math Specialists; AHS RTI

		Coordinator
8. Maintain General Studies Student Profiles for all students in the General Studies program	September 2010; ongoing thereafter	General Studies Coordinator
9. Design a General Studies Student Profile record for all students who enter/exit the General Studies program.	September 2010	AHS General Studies Team
11. Implement American Indian Life Skills Development Curriculum in the General Studies program; designed to address by improving protective factors among American Indian adolescents; reducing suicide risk; topics include building self-esteem, identifying emotions and stress, increasing communication and problem-solving skills, recognizing and eliminating self-destructive behavior; learning about suicide, role-playing and setting personal and community goals.	September 2010	Retention Counselors; AHS General Studies;
10. Provide monthly update information to Alchesay High School Leadership/Transformation Team.	September 2010; monthly thereafter	General Studies Coordinator
<p><u>Strategy 3</u>: Design a progress monitoring and documentation system for tracking and monitoring progress of attendance, drop-out and graduation rate efforts at Alchesay High School</p>		
Action Steps	Timeline	Person(s) Responsible
1. Hire an AHS Data Coordinator to collect data and monitor L to J, disaggregated data, maintain records of discipline referrals, ELL and Sped students, common assessments (pre/post, formative, 4-week and end-of-course), failure rates by grade, teacher and subject area.	August 2010	Turnaround Principal; Turnaround Director; HR Director
2. Create a documentation system that consolidates all data and assessment results in a secure area of the Main office of AHS	August 2010	Data Coordinator; Assistant Principal
3. Provide monthly update information to AHS Turnaround Principal and Turnaround Office	August 2010	Data Coordinator
4. Maintain a file of agendas and summaries of all department and team meetings held at Alchesay High School.	September 2010	Data Coordinator

Note: Goals for Canyon Day Junior High School are pending approval by Turnaround Director and Turnaround Principal

Canyon Day Junior High School (Tier I)

CDJHS Reading Goal: Increase the number of students who Meet/Exceed Spring Reading AIMS by 15% and decrease the number of Falls Far Below students by 10% as measured on 2011, 2012, and 2013 Spring Reading AIMS assessments.		
Baseline Data: Spring 2009: 7th Grade: 43%; 8th Grade: 38%		ADE AMO: 2010: 54%; 2011: 64.5%; 2012: 77%
Measured By: Reading Edge Baseline Assessment; quarterly SFA assessments (November, January, March, May); AIMS scores		
Strategy 1: Implement Success For All Literacy Program (ADE-approved Comprehensive School Reform model)		
Action Steps	Timeline	Person(s) Responsible
1. Screen and select provider for Success For All (SFA) Literacy Program.	March 2010	CDJHS Leadership/Transformation Team; Instructional Coach/ Mentor; Turnaround Principal
2. Schedule student/teacher cadres (student homeroom base for the two years they attend junior high) that begins and ends each day with a	July 2010	Turnaround Principal; Instructional

homeroom base.		Coach/Mentor
3. Screen and hire an SFA Facilitator to work with Instructional Coaches/Mentors at CDJHS regarding implementation with fidelity of the Success For All literacy program.	June/July 2010	Turnaround Principal; Turnaround Director
4. Provide training to CDJHS teachers on implementation of SFA	June/July/August 2010	SFA consultant and facilitator; Instructional Coach/Mentor
5. Schedule CDJHS staff to receive training in <i>Reading Edge</i> component, specifically designed for middle school students with ongoing monitoring and adjustments every 4 weeks after August training		
6. Realign schedule to integrate SFA with CDJHS Reading Block	July/August 2010	Turnaround Principal; Instructional Coach/Mentor
7. Order professional development materials for Success For All literacy program	June 2010	Turnaround Principal; Instructional Coach/Mentor
8. Schedule comprehensive professional development (46 days on-site) activities for Year 1 implementation. Ensure cycle of embedded <i>present-train/practice/debrief/practice/debrief/observation/evaluation</i> is present for each phase of training	June 2010	SFA consultant/facilitator; Instructional Coach/Mentor
9. Schedule SFA coaches every 4 weeks throughout the school year.	June 2010	SFA consultant/facilitator; Instructional Coach/Mentor; Turnaround Principal
10. Schedule Staff Support meetings designed to provide support through the training and implementation of <i>Reading Edge</i>	June 2010	Instructional Coach/Mentor; SFA consultant/facilitator
11. Hire an Instructional Coach/SFA Facilitator to assist and provide support for implementation	June/July 2010	Turnaround Principal; Turnaround Director
12. Embed cycle of <i>present, practice, debrief/practice/debrief/observation/evaluation</i> in Instructional Coach/Mentoring topics in the area of literacy	July 2010	Instructional Coach/Mentor
13. Schedule professional development on all aspects of cooperative learning and ensure a cycle of <i>practice/debrief/practice/debrief/observation/evaluation</i> on types of cooperative learning presented (part of LEA Mentoring/Coaching model and teacher evaluation systems)	July/August 2010	Turnaround Principal; Instructional Coach
14. SFA Coach and Instructional Coach/ Mentors coordinate efforts for mentoring and coaching.	August 2010; monthly thereafter	Instructional Coach/Mentor; SFA Instructional Coach

15. Establish Reading Block of 60 minutes; all teachers participate.	June/July 2010	Instructional Coach; Turnaround Principal
16. Administer baseline assessment	August 2010	SFA Instructional Coach
17. Schedule quarterly assessments using Success For All	November, January, March, May 2010	SFA Instructional Coach
18. Analyze results of Year 1	May/June 2011	SFA Instructional Coach; Instructional Coach/Mentor; Literacy Team; Turnaround Principal
19. Make adjustments for Year 2 implementation	June/July 2011	

<u>Strategy 2:</u> Redesign Language Arts program to include three levels of delivery and instruction.		
Action Steps	Timeline	Person(s) Responsible
1. Hire an Instructional Coach/Mentor to implement LEA coaching/mentoring model and to provide support and training (targeted instructional strategies) regarding Literacy	May 2010 (renew current Instructional Coach's position/salary)	Turnaround Director;
2. Review AIMS scores and cluster group students who Meet/Exceeds.	June/July 2010	Language Arts Lead; Instructional Coach; Turnaround Principal
3. Schedule Meets/Exceeds students to Level I, Literature	July 2010	Language Arts Lead;
4. Review AIMS scores and cluster Approaches/Falls Far Below students into Level II, Literacy	July 2010	Instructional Coach/Mentor
5. Schedule students who Fall Far Below into Level III, Grammar & Composition classes, as well as Literacy II classes (double-dose)	July 2010	
6. Administer pre-assessments using Galileo (reading) and Study Island (writing), as well as STAR Reading	August 2010	Language Arts teachers
7. Create a schedule of formative (weekly), 4-week and benchmark assessments using Galileo (reading) and Study Island (writing)	April/May 2010	Language Arts teachers; LEA Facilitator, District Curriculum Team
8. Schedule weekly meetings with language arts and reading specialist to review assessment results and determine intervention plans for students who are not making progress (Galileo, Study Island, Reading	April/May 2010 for 2010-2011 school year	Instructional Coach/Mentor

Edge/SFA assessments and data)		
9. Review student progress prior to the end of the first semester and make determinations about moving students	November/December 2010	Instructional Mentor/Coach; Language Arts
10. Update 2009-2010 curriculum maps to include Level III, Grammar & Composition	April/May/June 2010	Language Arts teachers; LEA Facilitator, District Curriculum Team
11. Integrate the arts in literacy program and in other content area classes by to stimulate writing, oral language, literacy, and student engagement and motivation	August 2010	Content area teachers; Instructional Coach/Mentor
11. Work with Instructional Coach/Mentor on identifying strategies required of teachers in delivering language arts instruction and embed with cycle of <i>present/practice/debrief/practice/debrief/observation/evaluation</i> in mentoring/coaching model as well as those targeted for teacher evaluation	2010-2011	Turnaround Coach/Mentor; Turnaround Principal
12. Schedule staff development using cycle of <i>present/practice/debrief/practice/debrief/ observation/evaluation</i> in writing skills development across the curriculum.	August 2010; ongoing thereafter	Instructional Coach; Language Arts Lead
13. Present updates and reports during monthly Leadership/Transformation Team meetings.	August 2010; monthly thereafter	Language Arts Lead
14. Require attendance at a minimum of one ADE-sponsored workshop/training/conference pertaining to literacy and instruction of adolescent readers/students	2010-2011	Language Arts Lead; Instructional Coach; Turnaround Principal
15. Identify one strategy from the workshops that will be embedded in delivery systems of language arts teachers and work with Instructional Coach on cycle of <i>present/practice/debrief/practice/ debrief/ observation/evaluation</i>	2010-2011	Instructional Coach; Language Arts Lead
16. Attend quarterly District Grade Level meetings pertaining to literacy, grades 6-High School.	August, October, January, March	Language Arts teachers
17. Participate on District Curriculum Team (monthly meetings and 3-week Summer Work session)	Summer Work Session, June 2010; monthly beginning August; Summer Work Session June 2011	Language Arts Lead Teacher

Strategy 3: Design a progress monitoring and documentation system for tracking and monitoring progress of literacy efforts at Canyon Day Junior High School.

Action Steps	Timeline	Person(s) Responsible
1. Set up progress monitoring system for SFA Reading Edge that embeds weekly progress monitoring and a cycle of <i>present-train/debrief/practice/debrief/observation/evaluation</i>	July 2010	Instructional Coach/Mentor
2. Add specific reading/literacy strategies to the Standard Observation Protocol recommended at TAP meetings for principals.		
3. Reschedule students every eight weeks (SFA Reading Edge block)	2010-2011	
4. Maintain documentation and evidence of implementation of SFA Reading Edge	2010-2011	
5. Hire a CDJHS Data Coordinator to assist with collection and analysis of data pertaining to Literacy	July/August 2010	Turnaround Principal; Turnaround Director
6. Build Excel spreadsheet workbooks to track and monitor data collection and analysis efforts.		
7. Maintain file of agendas and meetings held pertaining to Literacy at CDJHS	2010-2011	Data Coordinator; Instructional Coach/Mentor
8. Hire a CDJHS Technology Integration Specialist to assist with integration of technology in literacy classrooms and embed with a cycle of <i>present-train/debrief/practice/debrief/observation/evaluation</i> . Purpose: increase student engagement and motivation	July/August 2010	Turnaround Principal; Turnaround Director
9. Design and administer professional development surveys and needs assessments to staff; compare with professional development plans and make adjustments to reflect mentor/coaching priorities; integrate identified targeted instructional strategies with the Standard Observation Protocol recommended at TAP meetings for principals; add to coach/mentor observation checklist.	July/August 2010	Turnaround Principal; Instructional Coaches/ Mentors

CDJHS: Math Goal: Increase the number of students who Meet/Exceed Math AIMS by 15% and decrease the number of Falls Far Below students by 10% as measured on 2011, 2012, and 2013 AIMS Spring Reading results

Baseline Data: 2009 Spring AIMS Results: 7th Grade: 36%
8th Grade: 30%

ADE AMO: 2011: 53.5%; **2012:** 69%; **2013:** 84.5%

Measured by Spring Math AIMS

Strategy 1: Implement Success For All math literacy program (*Wired!*)

Action Steps	Timeline	Person(s) Responsible
1. Contract with Success For All to provide embedded assistance with implementation and training of teachers of the math literacy component of their program.	June/July 2010	Success For All; Turnaround Principal; Instructional Coach; Math Department Chair
2. Hire an Instructional Mentor/Coach specializing in math literacy whose duties include coordinating SFA implementation and training as well as mentoring and coaching teachers in math classrooms. Embed a cycle of <i>present-train/practice/debrief/practice/debrief/observation/ evaluation</i> in all aspects of targeting instructional strategies that are part of the LEA mentor/coach model and which skills are targeted for teacher evaluation.		Turnaround Director; Turnaround Principal
3. Order materials pertaining to SFA Math <i>Wired!</i>	June/July 2010	Turnaround Principal; Instructional Coach/Mentor
4. Schedule training with teachers prior to the start of the school year	March-May 2010; June/July 2010	Instructional Coach/ Mentor; SFA consultant/facilitator; Turnaround Principal
5. Embed elements of SFA strategies in professional growth plans used in mentoring and evaluation systems that focus on a cycle of <i>present-train/practice/debrief/practice/debrief/observation/ evaluation</i>	August 2010	Instructional Coach/Mentor; SFA consultant/facilitator;
6. Provide Protected Time for teachers to debrief and receive additional training and support; include a topic regarding implementation of SFA math literacy in weekly meetings, along with data analysis and intervention strategies	July/August 2010; weekly thereafter	Instructional Coach/Mentor
8. Meet with SFA consultant/facilitator every four weeks to analyze results of students and to make adjustments to scheduling of students	August 2010; monthly thereafter	Instructional Coach/Mentor; SFA consultant/facilitator; Turnaround Principal; math department

Strategy 2: Restructure current math program into three levels of math literacy

Action Steps	Timeline	Person(s) Responsible
1. Hire a CDJHS Instructional Coach/Mentor (math specialist/coach) to provide job-embedded professional development activities to math teachers to deepen content area knowledge, differentiation of instructional strategies, and data analysis. Embed a cycle of <i>present-train/practice/debrief/practice/debrief/observation/evaluation</i> in training activities that coincide with LEA mentor/coaching model and identify skills targeted for teacher evaluation	June/July 2010	Turnaround Principal; Turnaround Director; HR Director
2. Schedule student/teacher cadres (student homeroom base for the two years they attend junior high) that begins and ends each day with a homeroom base.		
3. Analyze data available, including but not limited to: AIMS Scores; Galileo benchmark assessments; Study Island results; results of STAR Math assessment; formative assessment results; baseline assessments from SFA;	July 2010	Math Department; Instructional Coach/Mentor; Turnaround Principal
4. Hire Data Coordinator to coordinate collection of all data pertaining to improvement efforts at CDJHS	July 2010	Turnaround Principal; Turnaround Director; HR Director
5. Generate a list of students requiring a "double-dose" of mathematics and schedule for two classes: Level II Math and Level III Math Skills class	June/July 2010	Math Department; Instructional Coach/Mentor
6. Math student scheduling is based on AIMS Scores: Level I - Meets/Exceeds; Level II: Approaches/Falls Far Below; Level III: Falls Far Below (mandatory double dose of Level II and Level III math classes)	July/August 2010	Instructional Coach/Mentor; Data Coordinator; Math Lead; Turnaround Principal
7. Screen, interview and hire math consultant/specialist to assist with laying out Level III Math Skills class using a variety of materials and resources, including but not limited to: math software, leveled math intervention series	July 2010	Turnaround Principal; Instructional Coach/Mentor; Turnaround Director; HR Director
8. Plan and schedule a Math Competition/Olympiad between grades and classes using teams consisting of one member from Level I, Level II and Level III math	January 2011	Math Department; Instructional Coach/Mentor
9. Revise 2009-2010 curriculum maps to reflect Level I, Level II, and Level III math requirements	June/July 2010	Math Lead; LEA Facilitator, District Curriculum Team
10. Create a packet of math problems based on Standards and focusing on word problems for use by all teachers	July 2010	Math Department; Instructional Coach/Mentor; Math Specialist

11. Finalize L To J Math Vocabulary list for upcoming school year	May/June 2010	Instructional Coach/Mentor; L To J Trainer; Math Dept
12. Plan and schedule job-embedded professional development activities designed to help teachers implement and practice instructional strategies designed to motivate and engage students and how to differentiate instruction in a multiple-skill level classroom; ensure a cycle of <i>present/practice/debrief/practice/debrief/observation/evaluation</i> is present	August 2010	Instructional Coach/Mentor; Turnaround Principal; Math Department
13. Coordinate with Instructional Mentor/Coach and Math Specialist to include coaching/mentoring topics on strategies required of teachers to implement in classrooms, ensuring a cycle of <i>present/practice/debrief/practice/debrief/observation/evaluation</i> is present	August 2010	Instructional Coach/Mentor; Math Specialist; Math Chair
14. Require attendance by math teachers at a minimum of one off-site workshop presented by ADE's K-12 Literacy Unit or other math on teaching math to middle school students	2010-2011	Turnaround Principal; Instructional Coach/Mentor; Math Department
15. Present one strategy to be job-embedded in classrooms after workshop training using cycle of <i>present/practice/debrief/practice/debrief/observation/evaluation</i> .	To Be Determined	Math Department; Instructional Coach/Mentor; Math Specialist; Turnaround Principal
16. Meet with teachers in math to outline a professional growth plan for the school year that articulates goals to achieve in instruction for the school year	August/September 2010	Turnaround Principal
17. Examine, review and actively participate in District Curriculum Secondary Math Adoption Cycle for 2010-2011 (includes using a math review checklist and examining and reviewing various texts and materials available for secondary students [grades 6-12] in both core and intervention areas	June 2010; August 2010 and monthly thereafter	Math Lead Teacher
Strategy 3: Design and implement a 3-tier RTI Model of intervention for Math at Canyon Day Junior High School.		
1. Analyze pre assessments and schedule students according to need	August 2010	Math Department

2. Include specific math strategies on the Standard Observation Protocol recommended at TAP meetings for principals.	August 2010	Turnaround Office
2. Review current tutoring and intervention plans in place at CDJHS and update and revise to meet specific needs of students who are struggling in math.	July/August 2010	Math Department
3. Determine Tier I, Tier II, and Tier III students for the first semester and assign students math tutors	July/August 2010	Math Department; Instructional Coach; Turnaround Principal
4. Use data-driven decision-making to design intervention plans for students who are struggling with math	August 2010	Instructional Coach; Math Department members
5. Determine strengths of potential math tutors for Math Intervention Program	August 2010	Math Department Chair; Math Specialist; Turnaround Principal
6. Hire an Instructional Coach/Mentor (math specialist) to assist with students struggling with math	June/July/August 2010	Turnaround Principal; Turnaround Director; HR Director
7. Devise three tiers of intervention and guidelines and criteria for each level:	August 2010	Math Department members; Math Specialist; Turnaround Principal
◆ Reteach (at what point and based on which data; who will re-teach; methods and strategies; materials);		
◆ Prescriptive Intervention (where and how; based on which data; contracting with parents; who will teach; materials and resources to be used; assessments to determine growth		
◆ Counseling (Level 3 determined by non-participation in prescriptive intervention; continued difficulties; counseling required before going back to prescriptive teaching; work with parents, student and math specialist; options outlined)		
8. Implement Intervention Plan	October 2010	Math Department
9. Using formative assessments, determine if any Level III students can be moved into Level II only at semester break; determine if any Level II students can move to Level I at semester break	2010-2011	Instructional Coach; Math Specialist; Math Department
Strategy 4: Design a progress monitoring and documentation system for tracking and monitoring progress of Math Literacy Program at Canyon Day Junior High School.		
2. Submit monthly reports to Instructional coach (who will meet with Turnaround Principal; Turnaround Principal will submit to LEA Turnaround Office)	August 2010; monthly thereafter	Math Department Chair

3. Submit assessment data results to Instructional Coach, Turnaround Principal (they will submit to LEA Turnaround Office)	October 2010; monthly thereafter	Math Department Chair
4. Provide monthly update information to Turnaround Principal	August 2010; monthly thereafter	Math Department Chair
5. Maintain file of agendas and summaries of CDJHS Math Team; submit to Turnaround Principal (who will submit to Turnaround Office)	August 2010; monthly thereafter	Math Department Chair
6. Hire a Data Coordinator to maintain data collection and analysis efforts at CDJHS	July 2010	Turnaround Director; Turnaround Principal
7. Hire a Technology Integration Specialist to assist with integrating technology into the math classroom. Ensure a cycle of ensuring a cycle of <i>present/practice/debrief/practice/debrief/observation/evaluation</i> is present and that targeted strategies are part of either the mentor/coach model or teacher evaluation system.		

CDJHS Social/Emotional Learning: Decrease the number of unexcused absences, disciplinary referrals and suspensions for disruptive and violent behavior as measured by AZ Safe Schools Report and attendance reports		
Baseline Data: Absence rate 2009: 11.38%; disciplinary referrals for violent behavior: Bullying/Harassment: 24; Physical attack: 15; current referrals for self-mutilation: 30+; drug/alcohol under the influence; possession: 30+		
Measured By: Disciplinary referrals; attendance rates; number of suspensions		
Strategy 1: Design and implement a Wellness/Student Learning & Parent Resource Center to address social/emotional issues that interfere with learning.		
Action Steps	Timeline	Person(s) Responsible
1. Hire a lead counselor (Learning Center Director) and 2 MSWs (social workers) to work directly with students enrolled in the Learning Center	June/July 2010	Turnaround Principal; Turnaround Director
2. Hire a counselor for general population of students enrolled at CDJHS	June 2010	Turnaround Director; Turnaround Principal
3. Determine eligibility requirements for students to enroll in Learning Center.	June 2010	Turnaround Principal; Turnaround Director;

		Learning Center Director
4. Working with agencies such as Johns Hopkins, design a center that addresses issues and challenges faced by Native American youth and their learning needs.	June/July/August 2010	Turnaround Principal; Instructional Coaches/ Mentors; Learning Center Director; Parent Resource Coordinator
5. Hire/appoint a Parent Resource Center Coordinator to focus on issues and challenges faced by parents, and working with the Parent Advisory Council (PAC) design a needs assessment to be distributed to parents of students at CDJHS.	June/July 2010	Turnaround Principal
6. Using results of the Parents Needs Assessments and working with social agencies (such as family services, Johns Hopkins, etc.) schedule workshops and trainings for parents; purchase materials pertinent to parents and schedule workshops regarding math and literacy and how to best help their children improve achievement in math and literacy.	July/August 2010	Learning Center Director; Parent Resource Coordinator; Instructional Coaches/ Mentors
7. Communicate with parents of eligible students and set up meetings and appointments to explain the Center, its philosophy and mission and goals.	June/July 2010	Turnaround Principal
8. Submit Wellness/Student Learning & Parent Resource Center plan to LEA Governing Board for approval.	July 2010	Turnaround Director; Turnaround Principal; Superintendent
9. Design a literacy and math skills classroom for students who are referred to the Center that is aligned with AZ Standards and current district curriculum maps	July 2010	Instructional Coach/Mentor; Turnaround Principal
10. Purchase materials, , software, and supplies necessary to equip math and literacy classrooms for students enrolled in the Student Center	June/July 2010	Instructional Coach/Mentor; Turnaround Principal
11. Implement American Indian Life Skills Development Curriculum (AILSDC) designed to address and improve protective factors among American Indian adolescents; topics include building self-esteem, identifying emotions and stress, increasing communication and problem-solving skills, recognizing and eliminating self-	August 2010	Behavior Prevention Specialist; counselor

destructive behavior, role-playing around suicide prevention, and setting personal and community goals.		
11. Administer diagnostic assessments for placement in modified skills classes for literacy and math	August 2010	Instructional Coach/Mentor
12. Design life skills classes and small groups to address issues of self-injurious behavior, depression, anger management, bullying/harassment, and conflict resolution.	July/August 2010	Learning Center Director; Instructional Coach/Mentor; Turnaround Principal
13. Working with selected provider/consultant, purchase Life Skills curriculum for Learning Center (Life Skills Curriculum has been successfully implemented on the Zuni reservation and has resulted in decreased incidents of violent and disruptive behavior, as well as increased performance in math and literacy).	July/August 2010	Learning Center Director; Instructional Coach/Mentor; Turnaround Principal
14. Set up regular counseling appointment schedule for students enrolled in the Learning Center	September 2010	Learning Center Director
6. Hire a certified teacher (preferably with an ED/BD endorsement) for the math and literacy classroom.	June/July 2010	Turnaround Principal; Special Needs Director; Turnaround Director
6. Review progress of students at the end of each semester to determine if they can be scheduled back into mainstream Level II/Level III classrooms for math and literacy	Monthly beginning September 2010	Learning Center Team; Turnaround Principal
15. Work with regular classroom teachers to provide strategies for working with students who are coming to them from the Learning Center		Learning Center Team; Instructional Coach/Mentor
16. Schedule parent support meetings to provide strategies to parents in the areas of parenting, dealing with adolescents, and issues brought to the center by parents regarding their children.	Monthly beginning September 2010	Learning Center Director; Turnaround Principal
17. Coordinate efforts with tribal agencies such as behavioral health, I.H.S. (Indian Health Services/ Hospital), family services, social services, Johns Hopkins Center	July 2010	Learning Center Director
18. Design a referral process for referring students who are eligible for the Learning Center	June/July 2010	Learning Center Director; Turnaround Principal
19. Announce the opening of the Wellness/Student Learning & Parent Resource Center to parents and community.	July 2010	Turnaround Principal
20. Move ISS Room from main wing to Learning Center wing at current site of CDJHS	June/July 2010	Summer Leadership Team

21. Work with Instructional Coaches and core subject area leads to modify and adapt curriculum for Learning Center students, using Level II Literacy texts and materials	July 2010	Instructional Coach/Mentor; Core Teachers
14. Provide bi-weekly updates to Turnaround Principal and Leadership Team	September 2010; monthly thereafter	Learning Center Team
15. Coordinate with Technology Integration Specialist and LEA Technology Department to ensure that computers are available to students enrolled in the Learning Center and that computers are available to parents in the Parent Resource Center	July/August 2010	Technology Coach; Turnaround Principal
Strategy 2: Implement an RTI (Response To Intervention) model at Canyon Day Junior High School addressing issues in math and literacy		
Action Steps	Timeline	Person(s) Responsible
1. Hire/appoint a CDJHS RTI Coordinator to coordinate RTI implementation at CDJHS.	June/July 2010	Turnaround Director;
2. Hire a Tier II Reading Specialist who will focus on intervention plans and strategies with special needs students	June/July 2010	Turnaround Principal
3. Form a CDJHS RTI Team (comprised of Math, Literacy, Special Needs, RTI Coordinator, Learning Center Director, Instructional Coach/Mentor, counselors, and Turnaround Principal)	July 2010	Turnaround Principal
4. Work with Learning Center Director, Lead Counselor and Math and Literacy teachers to design Tier II and Tier III intervention levels in math and literacy	July/August 2010	CDJHS RTI Team
5. Schedule bi-weekly meetings to review progress monitoring results to identify students who need to be provided with Tier II or Tier III interventions.	August 2010	CDJHS RTI Team; Turnaround Principal
6. Develop a system of weekly (Tier III) and bi-weekly (Tier II) meetings and data reviews for decision-making by the RTI Team	August 2010	CDJHS RTI Team; Turnaround Principal
7. Determine site(s) for Tier II interventions	August 2010	CDJHS RTI Team
8. Schedule and provide regular training to staff about RTI (Response To Intervention) strategies and embed a cycle of <i>present-train/practice/debrief/practice/debrief/observation/evaluation</i> with Instructional Coaches/Mentors	September 2010	CDJHS RTI Coordinator

9. Design a referral process for Tier III intervention and work closely with Learning Center Director to contact parents, schedule meetings and create an intervention plan that includes counseling in the Learning Center.	July/August 2010	CDJHS RTI Team
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Strategy 3: Design a progress monitoring and documentation system for tracking and monitoring progress of students in the Wellness/Student Learning & Parent Resource Center program		
Action Steps	Timeline	Person(s) Responsible
1. Maintain files of students enrolled in the Learning Center in a secure area	June 2010	Data Coordinator; Learning Center Director
2. Maintain files of agendas and summaries of meetings pertaining to the Learning Center.	June 2010; ongoing thereafter	Data Coordinator; Learning Center Director
3. Provide a monthly report to the Turnaround Principal regarding students enrolled in the Learning Center	September 2010; monthly thereafter	
4. Maintain a file of all agendas and summaries of meetings held with tribal agencies	June 2010; ongoing thereafter	

Seven Mile Elementary (Tier I)

Note: Goals Seven Mile Elementary School are pending approval by Turnaround Director

SME Math Goal: Increase by 15% the percentage of students who score Meets/Exceeds and decrease by 10% the number of students who Fall Far Below as measured by Spring Math AIMS.		
Baseline Data: Spring 2009 AIMS Math: 3rd Math 27%; 4th Math 23%; 5th Math 16%; 6th Math 53%	ADE AMO: 2011: 3rd 65.9%; 2012: 77.2%; 2013: 88.5% 4th grade: 2011: 72.4%; 2012: 81.6%; 2013: 90.8% 5th grade: 2011: 59.9%; 2012: 73.2%; 2013: 86.5% 6th grade: 2011: 65.2%; 2012: 77.2%; 2013: 86.6	
As Measured By: Spring AIMS scores for 2011, 2012, 2013		
Strategy 1: Implement district math curriculum, K-6, with fidelity.		
Action Steps	Timeline	Person(s) Responsible
1. Hire an Instructional coach/mentor/math specialist to provide job-embedded professional development and mentor/coaching regarding math curriculum implementation, delivery and instructional strategies.	June/July 2010	Principal; Turnaround Director
3. Purchase materials and supplies to align with materials used at other two elementary schools in the teaching of math	June/July 2010	Principal
4. Schedule professional development activities with a cycle of <i>present/practice/debrief/practice/ debrief/observation/evaluation</i> regarding required elements of differentiation of instruction, motivation, engagement, classroom management.	April/May 2010	Math Instructional Coach/Mentor; Principal
5. Set aside one hour block of Math time for teachers	May 2010	Principal
6. Create a math resource room with manipulatives and other resources to support the math program	June/July 2010	Math Team; Math Instructional Coach/Mentor
9. Hire a Technology Coach/Mentor to assist with integration of technology into classrooms.	June/July 2010	Principal; Turnaround Director
10. Schedule job-embedded professional development regarding educational technology in the classroom	May 2010	Principal; Math Instructional Coach; Technology Coach
12. Provide on-site job-embedded training and support in the use of L To J in the math classroom.	To Be determined	LToJ Trainer; Principal

Strategy 2: Implement regular and consistent progress monitoring of math program.		
Action Steps	Timeline	Person(s) Responsible
1. Hire a Data Coordinator to assist with collection and analysis of data for math program	June/July 2010	Principal; Turnaround Director
2. Implement L To J with fidelity	August 2010; ongoing thereafter	L To J Trainer; principal
3. Form a Math Data Team to regularly analyze data and assessment results pertaining to ongoing implementation efforts of the math program.	May/June 2010	Principal
4. Hire external provider to assist with professional development, coaching, mentoring and supporting staff with math program implementation and monitoring	April/May 2010	Principal; School Transformation Leadership Team; Turnaround Director
5. Monitor implementation of district curriculum maps as part of the mentor/coach requirements and as part of administrator classroom walkthrough and evaluation requirements.	August 2010; ongoing thereafter	Math Instructional Coach/Mentor
6. Identify, define and create a list of indicators to be used by administrators and teachers to monitor improvement efforts in math	May/June/July 2010	Principal; Turnaround Office/Director; Math Instructional Coach/Mentor
7. Maintain a file of agendas and summaries of meetings of Math Data Team	July 2010; ongoing thereafter	Math Instructional Coach/Mentor; Data Coordinator
8. Submit monthly report to SME Transformation Leadership Team regarding progress of math implementation and improvement efforts.	August 2010; monthly thereafter	Math Instructional Coach/Mentor
9. Identify teachers with strengths and weaknesses in the teaching of math	October 2010	Principal; Instructional Coach/Mentor
10 Write an individualized professional growth plan for teachers with weaknesses in the teaching of math that aligns with LEA's mentor/coach model and LEA's revised teacher evaluation system.	October/November 2010	Principal; Turnaround Office

SME Reading Goal: : Increase by 15% the percentage of students who score Meets/Exceeds and decrease by 10% the number of students who Fall Far Below as measured by Spring Reading AIMS.

Baseline Data: Spring 2009 AIMS Math: 3rd Reading 28%; 4th Reading 25%; 5th Reading 28%; 6th Reading 51%	ADE AMO: 3rd grade: 2011: 71.9%; 2012: 81.2%; 2013: 90.5% 4th grade: 2011: 67%; 2012: 78%; 2013: 89% 5th grade: 2011: 65.9%; 2012: 77.2%; 2013: 88.5% 6th grade: 2011: 67%; 2012: 78%; 2013: 89%
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As Measured By: Spring AIMS Reading scores for 2011, 2012, 2013

Strategy 1: Implement a Balanced Literacy Program at Seven Mile Elementary School.

Action Steps	Timeline	Person(s) Responsible
1. Hire an Instructional Coach/Mentor who will train and monitor teachers in the components of a Balanced Literacy Program that models the program being utilized at Whiteriver Elementary School.	June/July 2010	Turnaround Director; principal
2. Provide sustained job-embedded professional development regarding the implementation of Balanced Literacy, ensuring a cycle of <i>practice/debrief/practice/debrief/observation/evaluation</i> .	July 2010; monthly thereafter	Principal; outside provider/ consultants
3. Schedule a K-2 Literacy Block at Seven Mile Elementary School (90 minutes to 120 minutes)	July/August 2010	Principal
4. Create a Leveled Reading Room that includes leveled reader library and other resources to support the Balanced Literacy program	April 2010-July 2010	Reading Specialist
5. Hire external providers to provide professional development, coaching/mentoring to support Balanced Literacy implementation process	July 2010; monthly thereafter	Principal; outside provider/ consultants
6. Schedule bi-weekly meetings with Balanced Literacy teachers and Instructional Coaches/Mentors to review progress and challenges of implementation efforts.	August 2010	Principal; Balanced Literacy Team
7. Integrate the arts to stimulate writing, literacy, student engagement and motivation in classrooms, K-6.	September 2010	To Be Determined

Strategy 2: Implement regular and consistent progress monitoring of literacy program.

Action Steps	Timeline	Person(s) Responsible
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1. Hire a Data Coordinator to guide Data Team, assist teachers with data, manager the data room and provide ongoing professional development to faculty and staff regarding data collection and analysis (e.g., L To J, Galileo, use of spreadsheets and databases, development and use of data-boards)	June/July/August 2010	Turnaround Director; Principal
2. Appoint a Balanced Literacy Team that includes SME RTI Coordinator, Data Coordinator and Reading Specialists	July/August 2010	Principal
3. Provide regular updates to School Leadership/Transformation Team and to Math and Literacy Teams	August 2010; bi-weekly thereafter	Data Coordinator; Balanced Literacy Team; Principal
4. Working with Instructional Coaches/Mentors and Technology Integration Specialist, determine needs of staff regarding collection of and analysis of data and include in PD opportunities for staff.	August/September 2010	Instructional Mentor/ Coaches
5. Hire a Technology Integration Specialist/Coach to provide job-embedded professional development and support in the use of technology in the classroom	June/July 2010	Turnaround Director; Principal
6. Build a 3-tier framework of intervention (Response To Intervention) that models LEA RTI model, consisting of 3 levels: Tier I, regular instruction; Tier II, intervention; Tier III, counseling and intensified intervention	June/July/August	Learning Center Coordinator; SME RTI Coordinator; SME Leadership/Transformation Team
7. Hire/appoint a school-level RTI Coordinator to coordinate Tier I, Tier II, and Tier III intervention efforts; provide professional development activities to teachers regarding the RTI model. Ensure there is a cycle of <i>practice/debrief/practice/debrief/observation/evaluation</i> .	June/July 2010	Turnaround Director; LEA RTI Coordinator
8. Administer pre/post, DIBELS, formative (weekly), benchmark assessments, and Fountas & Pinell Benchmark Assessment System	August; January; March; May	Teachers; Instructional Coaches/Mentors
9. Analyze data results on a bi-weekly basis and design intervention strategies for re-teach and focused instruction coordinated with SME RTI Coordinator	Bi-weekly beginning September 2010	SME RTI Coordinator; Learning Center Director; Balanced Literacy Team; Principal

SME Extended Learning Time Goal: Increase the number of students who participate in summer literacy, math and discovery programs offered during the summer months as measured by number of sign-ups and pre/post assessments administered.

Baseline Data: Continuing low AIMS scores		
Measured By: Student enrollment rosters; pre/post assessments		
Strategy 1: Create a Discovery Learning Camp for students at Seven Mile Elementary School		
Action Steps	Timeline	Person(s) Responsible
1. Design Learning Camp curriculum and activities that integrates reading, writing, math, science and the arts.	March/April/May 2010	Discovery Team
2. Hire a Coordinator to oversee planning and support for Discovery Camp and Jump Start programs	May/June 2010	Principal
3. Appoint Discovery Camp Team comprised of teachers, instructional coaches, Discovery Camp consultant and Discovery Camp Coordinator	May 2010	Principal
4. Provide professional development to teachers/facilitators who will implement Discovery Camp curriculum.	April/May 2010	Learning Camp Coordinator; consultants
5. Design pre/post assessments for students enrolling in Discovery Camp	April/May 2010	Discovery Camp Team
6. Schedule weekly meetings with Discovery Camp staff to analyze data, and adjust and monitor plans for the coming week.	May 2010	Discovery Camp Team
7. Design an evaluation for parents of children who participated in Discovery Camp.	May/June 2010	Discovery Camp Team
Strategy 2: Create a Summer Jump Start program for incoming kindergarten students at Seven Mile Elementary.		
Action Steps	Timeline	Person(s) Responsible
1. Design a curriculum for and 8-day Summer Jump Start program for incoming kindergarten students focusing on the areas of literacy and math	April/May 2010	Kindergarten Teachers
2. Hire 2 Jump Start teachers from the regular teaching staff and provide addenda to each	May 2010	Principal
3. Hire a Coordinator to oversee planning and support for Jump Start and Discovery Camp programs	May 2010	
4. Jump Start team will design units and lessons focusing on math and literacy that will prepare students for kindergarten.	April/May 2010	Jump Start Team

5. Hire 4 bus drivers to provide transportation for incoming kindergarten students to the Jump Start program for 8 days, July 2010	June/July 2010	Principal; Transportation Department
6. Administer a post-assessment	June 2010	Jump Start Team
7. Analyze data and share results with kindergarten teachers and principal	June 2010	Jump Start Team; Principal
8. Provide professional development in early childhood education	June 2010	Head Start; Jump Start Team

Strategy 3: Establish a preschool for 4-year-olds at Seven Mile Elementary School.		
Action Steps	Timeline	Person(s) Responsible
1. Working in collaboration with the Head Start Director, design a preschool program that will prepare students for kindergarten; model should follow guidelines developed for pilot preschool classroom between LEA and Head Start for the 2009-2010 school year.	July/August 2010	Principal; Head Start Director;
2. Using the curriculum designed for Head Start and required by the Federal government, augment activities to accelerate acquisition of basic skills in phonological/phonemic awareness, phonics instruction, recognition of letters and sounds, counting, identifying and recognizing numbers and those activities deemed critical for preparedness for kindergarten.	August 2010	Head Start Director; Preschool Teacher Head Start Director; Preschool Teacher; Principal
3. Hire one (1) preschool teacher to run the Seven Mile Preschool program	July/August 2010	
4. Provide job-embedded professional development to preschool teacher with an embedded cycle of <i>present/practice/debrief/practice/debrief/observation/evaluation</i>	August 2010, planning	
5. Embed a discovery learning component in the preschool curriculum (gross/fine motor skills, expressive and receptive language, social/emotional learning skill development)	July/August 2010	
6. Design a diagnostic pre-assessment for students entering SME Preschool	August 2010	
7. Design and implement a regular formative assessment system to monitor student progress	August 2010	
8. Administer a post-assessment to students at the end of the preschool year	May 2011	
9. Schedule preschool sessions for morning and afternoons	September 2010	
10. Determine physical location of preschool classrooms	July/August 2010	Principal

11. Determine hygiene needs of preschool students and how to ensure availability (e.g., proximity to restrooms, washing machines and dryers)	July/August 2010	Certified Nurse Practitioner; Principal; Preschool Teacher
12. Schedule meetings with preschool teachers, kindergarten teachers, Instructional Coach/Mentor and Head Start Director to evaluate progress with the program	October 2010; December 2010; March 2011; June 2011	Principal
13. Purchase materials, supplies, equipment, furniture, and assessments for prepare preschool	July/August 2010	Principal; Preschool Teacher

Strategy 4: Design a documentation system for tracking and monitoring progress Extended Learning Time efforts of Seven Mile Elementary School		
Action Steps	Timeline	Person(s) Responsible
1. Hire a Data Coordinator to assist Discovery Camp, Jump Start and preschool teachers with data, manager the data room and provide ongoing professional development to faculty and staff regarding data collection and analysis (e.g., L To J, use of spreadsheets and databases, development and use of data-boards)	June/July/August 2010	Turnaround Director; Principal
2. Provide bi-weekly updates to School Leadership/Transformation Team and to Math and Literacy Teams, as well as kindergarten and Head Start Director (submitted by Preschool Teacher); Discovery Camp and Jump Start Coordinators present in late July and early August 2010	July 2010; bi-weekly thereafter	Discovery Camp Coordinator; Jump Start Coordinator; Preschool Teacher
3. Working with Instructional Coaches/Mentors and Technology Integration Specialist, determine needs of staff regarding collection of and analysis of data and include in PD opportunities for staff.	April 2010 - May 2010	Principal; Data Coordinator; Technology Integration Specialist; Instructional Coaches/Mentors; Turnaround Office
4. Include data collected on Data Boards	August 2010	Jump Start Coordinator; Preschool Teacher; Discovery Camp Coordinator

SME Attendance, Disciplinary Referrals, Behavior and Social/Emotional Learning Goal:

Increase school attendance to 94% and decrease number of disciplinary referrals for violent and disruptive behavior as measured by School Master (student management) reports and AZ Safe Schools Reports, 2011, 2012, 2013

Baseline Data: AZ Custom Legacy Report for Attendance, AZ Safe Schools Reports; discipline referrals for violent behavior (disruption, violence: bullying/ harassment, verbal assault)

Measured By: AZ Safe Schools Reports, disciplinary referrals, weekly attendance reports from School Master (student management system)

Strategy 1: Implement a behavior program (e.g., Project Achieve Stop & Think Program) that supports and promotes positive behavior throughout the school.

Action Steps	Timeline	Person(s) Responsible
1. Review current Stop & Think program and compare with other programs to implement; determine whether to continue	April/May 2010	Principal; School Leadership/Transformation Team
2. Hire or appoint a Positive Behavior Specialist to implement and coordinate selected behavior program and to provide staff development on implementation of the selected program. Ensure a cycle of <i>present-train/practice/debrief/practice/debrief/observation/evaluation</i> with strategies embedded in mentor/coaching model and/or as targeted items for teacher evaluation.	May/June 2010	Principal
3. Schedule relevant professional development on the implementation and maintenance of strong classroom management. Embed with a cycle of <i>present-train/practice/debrief/practice/debrief/ observation/evaluation</i> and ensure specific strategies are present on the Standard Observation Protocol recommended at TAP meetings for principals.	May/June/July 2010	Principal; Positive Behavior Specialist
3. Ensure common language and expectations of the program across the school and monitor progress towards goals established by staff and Positive Behavior Specialist.	June/July 2010	Positive Behavior Specialist

Strategy 2: Build a positive learning environment

Action Steps	Timeline	Person(s) Responsible
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1. Provide sustained job-embedded professional development by instructional coaches/mentors, outside providers and others to support teachers in the implementation and maintenance of more relevant, rigorous, hands-on, project-based and standards-based learning to increase student achievement in literacy and math. Embed a cycle of <i>present-train/practice/debrief/practice/debrief/observation/evaluation</i> into professional development that coincides with topics in the LEA mentoring/ coaching model and/or targeted areas within the teacher evaluation system.	June/July/August 2010	Principal; School Leadership/ Transformation Team
2. Establish criteria for establishing classroom environments that are clean and orderly, promote investigation, collaboration, affirmation, and inquiry.	July 2010	Principal
3. Provide sustained job-embedded professional development by instructional coaches/mentors, outside providers and others to support teachers in the implementation and maintenance of integrating the visual arts, physical education and other modalities to enhance and support effective teaching strategies and learning to increase student achievement in literacy and math as well as student engagement and student motivation. Embed a cycle of <i>present-train/practice/debrief/practice/debrief/observation/evaluation</i> into professional development that coincides with topics in the LEA mentoring/ coaching model and/or targeted areas within the teacher evaluation system.	August 2010; monthly thereafter	Principal; School Leadership/ Transformation Team; Instructional Coaches/ Mentors; RTI Coordinator; Wellness Center Coordinator
4. Establish a celebration system for students to acknowledge outstanding academic achievement and effort.	June/July 2010	Principal; School Leadership/ Transformation Team
5. Establish a celebration/reward system to acknowledge outstanding attendance and behavior (e.g., individual and classroom awards, quarterly breakfasts, reward trips).		
6. Establish system-wide incentive plan for all staff, including office staff, custodians, instructional assistants, counselors, social workers, and certified staff based on a share system (see Budget line detail description for Year 1 Detail) to reward increases in student achievement.	May 2010	Turnaround Director; Superintendent; LEA Transformation Team
Strategy 3: Establish a Wellness/Student Learning & Parent Resource Center to address issues of parent involvement, issues and challenges facing Apache youth that interferes with increased student achievement, and provide support of parents, students, and staff.		

1. Continue working with current counselor and MSW (Masters, Social Worker) already on-site through federally funded counseling grant.	July August 2010	N/A
2. Appoint/hire a Wellness/Student Learning & Parent Resource Center Director	July 2010	Principal; Turnaround Director
3. Working with SME RTI Coordinator, administer diagnostic assessments for placement in modified classes for literacy and math	September 2010	Learning Center Director; RTI Coordinator
4. Set up regular counseling appoint schedule for students enrolled in the Learning Center	October 2010	Learning Center Director
5. Identify site in the school for the Wellness/ Student Learning & Parent Resource Center and move Quiet Intervention Room and/or ISS rooms to that location	July 2010	Principal
6. Identify or hire staff to provide small group intervention with students eligible for the Learning Center.	July 2010	Principal
7. Appoint/hire a Parent Resource Center Coordinator to oversee Parent Resource Center efforts and workshops, including, but not limited to: Parent University classes, scheduling hours of operation; creating, administering and tabulating needs surveys, establishing an evaluation system of trainings and workshops held, determining materials to purchase related to parenting, issues and challenges of native American families (youth and adults), conflict resolution, and so forth.	June/July 2010	Turnaround Director; Principal
8. Identify classes/workshop topics parents and community members want to have provided and schedule classes	Parent Resource Coordinator	PAC; Parent Resource Coordinator
9. Work with tribal and social service agencies to design workshops and trainings for parents and assistance with identifying materials and resources for parents	September 2010; regularly thereafter	Parent Resource Coordinator; principal; PAC
10. Hire a certified nurse practitioner to address health and hygiene needs of students in the learning center as well as the school at large.	June/July 2010	Turnaround Director; Principal
11. Hire a certified nurse's assistant (CAN) to assist nurse practitioner in developing and operating the wellness component of the Wellness/Parent Resource & Student Learning Center	June/July 2010	Turnaround Director; Principal
12. Screen, interview, and hire a Prevention Specialist to oversee Project Achieve's Stop & Think school-wide program and to provide intervention with the most challenging behavioral problems that interfere with student's learning and those around him/her.	June/July 2010	Turnaround Director; Principal

13. Prevention Specialist provides staff development activities regarding discipline and Project Achieve's Stop & Think, as well as behavioral management strategies when working with students who exhibit disruptive and/or violent behavior	August 2010; monthly thereafter	Prevention Specialist; Principal; SME RTI Coordinator; Counselor
14. Design a referral process for students eligible for the Student Learning Center	August/September 2010	principal; Learning Center Director; counselors; social workers; SME RTI Coordinator
15. Provide regular bi-weekly updates to principal and School Leadership/Transformation Team	September 2010	Learning Center Director

Strategy 4: Design a documentation system for tracking and monitoring progress of Seven Mile Elementary School's Social/Emotional Learning goals (attendance, discipline, behavior, and social/emotional wellness of native American youth).		
Action Steps	Timeline	Person(s) Responsible
1. Hire a Data Coordinator to assist Wellness/Student Learning & Parent Resource Center with data, and provide training to personnel regarding data collection and analysis; assign a Data Board to Center to display progress monitoring efforts for both the Student Learning & Parent Resource components of the Wellness Center	June/July/August 2010	Turnaround Director; Principal
2. Provide bi-weekly updates to School Leadership/Transformation Team regarding the Wellness Center	July 2010; bi-weekly thereafter	Learning Center Director; Parent Resource Coordinator; School Leadership/Transformation Team
3. Working with Instructional Coaches/Mentors and Technology Integration Specialist, Data Coordinator assists to determine progress monitoring and documentation needs of Wellness Center staff and provides appropriate technical support and assistance.	April 2010 - May 2010	Data Coordinator; Learning Center Director; parent Resource Coordinator; Behavior Prevention Specialist; SME RTI Coordinator

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		
Whiteriver Elementary School	x				

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

Whiteriver Elementary School (Tier III)

WES Reading Goal: Increase the number the students Meeting/Exceeding by 15% and decrease the number of students Falling Far Below by 10% as measured by AIMS Spring 2011, 2012, and 2013		
Baseline Data: 3rd Grade: 41% 4th Grade: 40% 5th Grade: 26% 6th Grade: 53%	ADE AMO: 3rd grade: 2011: 71.9%; 2012: 81.2%; 2013: 90.5% 4th grade: 2011: 67%; 2012: 78%; 2013: 89% 5th grade: 2011: 65.9%; 2012: 77.2%; 2013: 88.5% 6th grade: 2011: 67%; 2012: 78%; 2013: 89%	
As Measured By: Formative Assessment data results; results of Spring AIMS Scores for 2011, 2012, and 2013.		

Strategy 1: Continue standards-based Balanced Literacy program

Action Steps	Timeline	Person(s) Responsible

1. Continue with regular progress monitoring and use of formative assessments to drive instruction	August 2010; weekly thereafter	Principal; Turnaround Coach/Mentor; School
2. Provide job-embedded, on-site and off-site professional development, district training and graduate level coursework that is focused on components of a Balanced Literacy Program, ensuring a cycle of <i>present-train/debrief/practice/debrief/practice/observation/evaluation</i>	August 2010; monthly thereafter	Improvement Specialist; Reading Specialists
3. Hire (1) Turnaround Instructional/Coach mentor to provide job-embedded professional development and coaching/mentoring of teachers implementing the standards-based Balanced Literacy Program.	July 2010	Principal; Turnaround Director
4. Purchase supplementary materials to support a balanced literacy program and progress monitoring efforts.	July/August 2010	Principal; Balanced Literacy Team
6. Hire a Technology Integration Specialist to determine needs of teachers with integration of technology in effective classroom instruction.	July/August 2010	Turnaround Director; Principal
7. Integrate the arts to stimulate writing, literacy, oral language, student engagement and motivation in classrooms, K-6	August 2010	Principal; Leadership Team
7. Provide job-embedded, on-site professional development related to integrating technology in the classroom to provide enriched learning opportunities for students. Purpose: student engagement and motivation; ensure a cycle of <i>present-train/debrief/practice/debrief/practice/observation/evaluation</i> with each training session and coordinate with Instructional Coach/Mentors	August 2010, planning; implement as needed	Principal; Instructional Coach/Mentor; Technology Integration Specialist
Strategy 2: Implement a 3-tier RTI (Response To Intervention) system at Whiteriver Elementary School to monitor and adjust literacy program		
Action Steps	Timeline	Person(s) Responsible
1. Appoint/hire a WES RTI Coordinator to coordinate implementation of LEA RTI model at Whiteriver Elementary School.	July 2010	Turnaround Director; Principal
1. Design intervention strategies for students not demonstrating mastery of Safety Net Objectives for literacy.	August 2010	Turnaround Instructional Coach/Mentor; School
2. Provide enrichment/extension instruction for students demonstrating readiness to learn objectives at a deeper level.	Plan August 2010; implement monthly	Improvement Specialist;

3. Reading specialists schedule small group sessions with students for intervention instruction	Plan August 2010	Reading Specialists; Principal; teachers
4. Schedule bi-weekly/weekly review of standards-based assessment data to drive effective re-teaching and classroom intervention strategies, as well as enrichment/extension instructional opportunities.	August 2010; bi-weekly/weekly thereafter	
5. Contract addenda for eight (8) teachers for After School Enrichment/Preparation Academy to support after school tutoring/extended year instruction focused on intervention and extension instructional opportunities	August 2010	Principal
<p>Strategy 3: Continue implementation of district vertically aligned writing curriculum utilizing Six Traits and writing process instruction.</p>		
Action Steps	Timeline	Person(s) Responsible
1. Refine vertical alignment of writing instruction strategies, prompts, and conventions	June 2010	Grade Level Teachers; District Curriculum Team
2. Provide job-embedded on-site professional development, district training and graduate level coursework that is focused on effective writing strategies and instruction.	August 2010 planning	Principal
3. Implement student self and peer scoring using the Six Traits Writing Rubric	August 2010	School Leadership/Transformation Team
4. Use teacher-scored quarterly writing projects to drive effective writing instruction.	September 2010; December 2010; March 2011; May 2011	Grade Level Teachers
5. Provide opportunities to collaboratively score quarterly writing projects	September 2010; December 2010; March 2010; May 2010	Principal

6. Schedule public presentations of writing tasks at school-wide Quarterly Writing Fairs.	October 2010; January 2011; April 2011; May 2011	Principal
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Strategy 4: Design a progress monitoring and documentation system for tracking and monitoring progress of Whiteriver Elementary School's Literacy Program.		
Action Steps	Timeline	Person(s) Responsible
1. Hire a Data Coordinator to oversee collection and analysis of data	July/August 2010	Turnaround Director; Principal
2. Provide training to school Data Team in analysis of data	September 2010	Data Coordinator
3. Create a Data Room based on Seven Mile Elementary School's Data Room that focuses on data collection and analysis of efforts of school by grade level and/or content area and/or topics	July/August 2010	Data Coordinator
4. Submit regular monthly/bi-weekly reports to Turnaround Director regarding school-wide efforts.	August 2010; monthly/ bi-weekly thereafter	Principal

WES Math Goal: Increase the number of students by 15% who Meet/Exceed on Spring Math AIMS and decrease the number of students Falling Far Below by 10% as measured on Spring Math AIMS for 2011, 2012, and 2013.	
Baseline Data: Spring 2009 Math AIMS 3rd Grade: 33% 4th Grade: 30% 5th Grade: 20% 6th Grade: 47%	ADE AMO: 2011, 2012, 2013 3rd Grade: 2011: 65.9% 2012: 77.2% 2013: 88.5% 4th Grade: 2011: 72.4% 2012: 81.6% 2013: 90.8% 5th Grade: 2011: 59.9%; 2012: 73.2% 2013: 86.5% 6th Grade: 2011: 65.8% 2012: 77.2% 2013: 88.6%
Measured By: Spring AIMS Math scores, 2011, 2012, 2013 and review of benchmark assessments when analyzing for AIMS preparation	

Strategy 1: Continue implementation of math curriculum with use of regular formative assessments

Action Steps	Timeline	Person(s) Responsible
1. Provide job-embedded, on- and off-site PD, district training and graduate coursework that is focused on components of effective math instruction	July 2010 planning; as scheduled thereafter	Turnaround Coach/Mentor, School Improvement Specialist, Reading Specialists, Mentor teachers, and principal
2. Purchase supplementary materials to support math curriculum and instruction.	July 2010	Principal
3. Hire a Data Coordinator to coordinate collection and analysis of data regarding math program	July/August 2010	Turnaround Director; Principal
4. Plan and schedule Math Olympiad within the school to challenge students.	August 2010	School Leadership/Transformation Team; Instructional Coaches/Mentors
4. Provide job-embedded professional development to teachers regarding collection and analysis of data	June/July/August 2010, planning; as scheduled thereafter	Principal; School Leadership/Transformation Team
5. Hire a Technology Integration Specialist to provide technical assistance and support to teachers regarding integration of technology in classroom instruction. Purpose: provide student engagement and motivation opportunities.	July/August 2010	Turnaround Director; Principal

Strategy 2: Provide research-based interventions for students using LEA RTI (Response To Intervention) model.

Action Steps	Timeline	Person(s) Responsible
1. Create tiered intervention strategies for students not demonstrating mastery of Safety Net Objectives	July/August 2010	RTI Team; WES RTI Coordinator
2. Create enrichment/extension instruction for students demonstrating readiness to learn math objectives at a deeper level.	August 2010	School Leadership/Transformation Team; instructional coaches/ mentors
3. Create time for regular and consistent review of standards-based assessment data	August 2010, planning; as scheduled thereafter	Principal
4. Provide contract addenda to support after-school tutoring/extend year instruction focused on both intervention and extension instructional opportunities.	July/August 2010	Principal

5. Continue with L To J training for new staff and follow-up training for returning staff that focuses on academic math vocabulary.	Planning July/August 2010; as scheduled thereafter	L To J Trainer; Data Coordinator; Technology Integration Specialist; Instructional Coaches/Mentors
6. Create L to J PowerPoint quizzes for grade level appropriate academic math vocabulary.		
7. Implement the use of school-wide L To J charts and graphs to document student progress for understanding math vocabulary		
8. Identify strategies for L to J required for use in classroom and coordinate with Instructional Coaches/Mentors to embed in mentoring protocol; embed a cycle of <i>present-train/debrief/practice/debrief/practice/observation/evaluation</i> . (identify those strategies for mentoring/coaching and what will be required in revised teacher evaluation system)	September 2010	L to J Trainer; Instructional Coaches/Mentors; Principals

Strategy 3: Design a documentation system for tracking and monitoring progress of Math Student Achievement increases at Whiteriver Elementary School.		
Action Steps	Timeline	Person(s) Responsible
2. Provide training to school Data Team in analysis of data	July/August 2010; as scheduled thereafter	L To J Trainer; Data Coordinator
3. Create a Data Room based on Seven Mile Elementary School's Data Room that focuses on data collection and analysis of efforts of school by grade level and/or content area and/or topics	July/August 2010	Data Coordinator
4. Submit regular monthly/bi-weekly reports to Turnaround Director regarding school-wide efforts regarding math instruction.	September 2010; as scheduled thereafter	Principal; Data Coordinator; Instructional Coaches/Mentors

WES Attendance Rate Goal: Decrease the number of students who are absent ten or more school days in a year as measured by AZ Custom Legacy Report: Attendance Rate		
Baseline Data: Absence Rate 6.43%		

Strategy 1: Continued implementation of Project Achieve Stop & Think Program; design a program that recognizes attendance.		
Action Steps	Timeline	Person(s) Responsible
1. Appoint Project Achieve Coordinator	July 2010	Principal
2. Select/design appropriate program activities for inclusion I the Safe & Drug Free Schools counseling programs.	August/September 2010	Project Achieve Coordinator; counselors
3. Schedule times to visit classrooms/create student activities for implement during in-class presentations	September 2010; as scheduled thereafter	Project Achieve Coordinator; counselors; principal
4. Design quarterly recognition awards days, recognizing quarterly attendance, and end-of-year perfect attendance awards.	Schedule in August to coincide with end of each grading period	Principal; Instructional Coach/Mentor; School Improvement Specialist; Data Coordinator; Project Achieve Coordinator
5. Hold quarterly assemblies to recognize students with perfect attendance.		
6. Identify students with absences of ten or more days during the 2009-2010 school year; submit to WES RTI Coordinator for consideration for Tier II/Tier III inclusion in RTI Model	June/July 2010	Instructional Coach/Mentor; Data Coordinator; Parent Resource Center Coordinator; Principal
7. Identify students who are absent more than three days in the 1st quarter of 2010-2011 and set attendance goals with parents; submit names to WES RTI Coordinator for consideration for inclusion in the Tier II RT model.	Bi-weekly analysis of attendance data via student management system	
Strategy 2: Expand Parent Resource Center and Implement National Network of Partnership Schools model		
Action Steps	Timeline	Person(s) Responsible
1. Appoint Parent Resource Center Coordinator	July 2010	Principal
2. Design and schedule parent classes to demonstrate reading/literacy strategies for parents and family members in order to assist their children to increase student achievement in	July / August 2010	Principal; Parent Resource Coordinator

reading.		
3. Design and schedule parent classes to demonstrate math strategies for parents and family members in order to assist their children to increase student achievement in math.		
4. Schedule Family Nights showcasing reading/literacy and math strategies for parents and family members.		
Strategy 3: Design a documentation system for tracking and monitoring attendance rates at Wh-tieriver Elementary School		
Action Steps	Timeline	Person(s) Responsible
1. Work with Attendance Clerk and Data Coordinator to design a system of regularly analysis of attendance rates by school, grade level and by student	July/August 2010	Principal; L To J Trainer; Data Coordinator; Attendance Clerk
2. Work with Parent Liaison and Parent Resource Center Coordinator to contact parents of children who are chronically absent	Bi-weekly beginning September 2010	Parent Liaison; Parent Resource Center Coordinator
3. Maintain record of meetings with parents and goal-setting sessions regarding improving attendance.	Weekly Collection beginning September 2010	Principal; Data Coordinator (with information from Parent Resource Center Coordinator; counselors; Parent Liaison)
4. Submit monthly reports to Principal regarding attendance rates.	September 2010; monthly thereafter	Data Coordinator; Attendance Clerk

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

Goals, strategies, and action steps will be closely monitored. Progress monitoring and documentation efforts at each school site will also be closely monitored. The LEA's Turnaround Director will meet bi-weekly with principals of the Tier I and Tier III schools, both individually and as a group. The LEA will also be tied to an Indicator/Expectation list pertaining to updating the staff development system, teacher evaluation system, and implementing a district-wide RTI (Response To Intervention) model as well as providing the training necessary for staff at the Tier I/Tier III schools to be cognizant of the increased expectations of the LEA and provide the skills they need to comply with more strenuous guidelines and criteria embedded in the staff development, evaluation and RTI systems.

A schedule of timelines and expectations for each step in the transformation process will be provided to Tier I and Tier III principals that include deadlines for data reports and updates on progress towards meeting timelines outlined in the grant. Data and reports will be consolidated at the LEA Turnaround Office and displayed in the district office in two clusters: Data by grade level/teacher; Timeline deadlines and "quick win" chart. The Data Board will also include attendance rates, and updates from the high school pertaining to their ongoing efforts with drop-out prevention.

Regular communication will take place using the following strategies: monthly Principals: School Improvement & Curriculum Team meetings, monthly Cabinet meetings, bi-weekly meetings between the Turnaround Director and Tier I/Tier III principals.

Technical assistance and support plans for each school are listed below by goal. The second column lists the indicators/expectations towards meeting those goals and the last column indicates steps the LEA is prepared to take to provide assistance and support with schools to meet their goals, all leading to improved student achievement.

Steps:

1. During site visits, Turnaround Director will determine if timelines established are: On track; Needing adjustment; or School needs technical assistance and support
2. Turnaround Director will work with LEA Restructuring/Transformation Team to identify which strategy to use with school
3. LEA Restructuring/Transformation Team member assigned to work with Turnaround Principal and/or team in question to assist with getting back on track
4. File of progress maintained in Turnaround Office.

See next page for Plans by School

Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
<p><u>Math:</u></p> <ul style="list-style-type: none"> • Redesign math courses and course descriptions • RTI Math Intervention • Design progress monitoring and documentation system 	<ul style="list-style-type: none"> • Revised curriculum maps and course descriptions available prior to the start of school for 2010-2011 • Curriculum maps aligned to Revised AZ standards and includes materials and resources to be used • Tier II and Tier III accommodations for students who need intervention designed in collaboration with AHS RTI Coordinator • Specific instruction strategies included on Standard Observation Protocol for classroom walkthroughs, coaching/mentoring and teacher evaluation systems • Specific instructional strategies to be included in math classrooms have been identified and training scheduled • Pre/post, formative, 4-week 	<ul style="list-style-type: none"> • Expedite screening and hiring consultant specializing in mathematics to provide assistance to Math Department • Turnaround Director will work with Turnaround Principal to redesign scheduling for math classes • LEA RTI Coordinator will work directly with AHS RTI Coordinator in ensuring Tier II and Tier III levels, criteria and instructional/intervention lessons and activities are in place • Facilitator for District Curriculum Team will provide directed assistance with completion of standards-based curriculum maps for 9th and 10th grade math, as well as a Math Skills Readiness class. • Turnaround Director and/or

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	<p>and benchmark assessments using A+ system are in place and on file at LEA</p> <ul style="list-style-type: none"> • Schedule of administering common assessments in 9th/10th grade classrooms is in place to start 2010-2011 SY • Time has been embedded in school day to account for regular meetings with math department to analyze data • Regular bi-weekly summaries submitted to AHS Turnaround Principal regarding ongoing efforts of math that includes: data analysis results, students moving to Tier II/Tier III levels, and verification of meetings with RTI Coordinator are taking place 	<p>member of LEA Transformation Team attend meetings scheduled for math department</p> <ul style="list-style-type: none"> • Turnaround Director and Turnaround Principal work to reassign staff to more effectively implement efforts in Math Department, RTI Math • Modifications made on immediate basis as data indicates a need for change.
Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
<p>Literacy</p> <ul style="list-style-type: none"> • Update Literacy program • RTI intervention for literacy • Progress Monitoring/Documentation 	<ul style="list-style-type: none"> • Consultants identified who will assist with providing job-embedded training regarding effective literacy instructional strategies, integrating technology in classroom instruction • Vocabulary development strategies provided to content-specific courses • L To J Academic Vocabulary in place • Materials for <i>Reading Strategies</i> purchased; <i>Power of Reading</i> purchased for AHS staff 	<ul style="list-style-type: none"> • Turnaround Director and Turnaround Principal work to reassign staff in order to more effectively implement the literacy program update, implement RTI Literacy • Expedite screening and hiring consultant specializing in literacy to provide assistance to English Department and Literacy Program • LEA RTI Coordinator will work directly with AHS RTI Coordinator in ensuring Tier II and Tier III levels,

	<ul style="list-style-type: none"> • Tier II Reading Specialist hired to work with special needs students • Fall 2010: Work begun on updated current media center/library • Job-embedded training scheduled for AHS staff focusing on seven key reading strategies • Seven key strategies included on Standard Observation Protocol used for classroom walkthroughs, mentor/coaching, and teacher evaluation systems • Job-embedded training scheduled that focuses on integration of technology in the classroom and data collection and analysis • Pre/post, formative, 4-week and benchmark assessments available in the A+ system for literacy classes • Classroom libraries delivered to classrooms • Job-embedded training scheduled that addresses literacy/language development strategies • RTI Literacy Model of Intervention designed and in place • 	<p>criteria and instructional/intervention lessons and activities are in place</p> <ul style="list-style-type: none"> • Turnaround Director will work with Turnaround Principal to redesign scheduling for English and Literacy classes • Turnaround Director and/or member of LEA Transformation Team attend meetings scheduled for Literacy and RTI Teams • Turnaround Office will work directly with teachers in the creation, administration and analysis of results with pre/post, formative, 4-week and benchmark assessments for 9th/10th grade English, ELD, and literacy classes • Expedite ordering of materials for classroom libraries and job-embedded training • Turnaround Director and Turnaround Principal will work on assigning providers of job-embedded training in literacy for teachers

Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
	<ul style="list-style-type: none"> • Literacy lab open and students scheduled • Literacy classrooms equipped with five computers each • Common planning time established • AHS Literacy Team formed and facilitator identified 	
<p><u>Attendance/Drop-Out/Graduation Rate:</u></p> <ul style="list-style-type: none"> • Design General Studies Program • Design Late Enrollment Support System • Design Student Learning & Parent Resource Center • Progress Monitoring & Documentation Systems 	<ul style="list-style-type: none"> • Eligibility requirements for General Studies determined; students screened and placed • Site for General Studies Program determined • Materials, supplies and equipment in place in both Literacy and Math labs of General Studies program • General studies teachers identified and placed • General Studies Coordinator identified • Form General Studies Team • Instructional Assistant appointed/placed • Weekly meetings scheduled • Job-embedded training for General Studies in the areas of RTI intervention strategies, integrating technology, data collection and analysis scheduled • Strategies identified built into Standard Observation Protocol for General Studies program used for classroom walkthroughs, mentoring/coaching and teacher evaluation systems 	<ul style="list-style-type: none"> • Turnaround Office provides job descriptions for positions and assists Turnaround Principal with screening • Turnaround Director and Turnaround Principal identify continuing barriers; turnaround Director works as liaison between LEA, SEA and school to lower barriers and expedite processing • Turnaround Director screens and arranges for consultants to work with General Studies and Retention teams to ensure components of programs are in place and job-embedded training scheduled • Turnaround Director and Turnaround Principal reassign staff to more effectively implement strategies and action steps related to the General Studies Program, Student Learning (Retention, Attendance, Drop-Out, Graduation Rate, RTI), and

	<ul style="list-style-type: none"> • Instructional Coach/Mentor assigned to General Studies staff and schedule of mentoring/coaching available • Coordination among AHS RTI, Retention and General Studies Teams evident with scheduled meetings among facilitators in place and agendas and summaries available • Late Enrollment System in place • AHS RTI and Retention Teams formed 	parent Resource Center
Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
	<ul style="list-style-type: none"> • Retention Counselors hired • Truancy Officer hired • Door-to-door Liaison hired • Summer Outreach Liaison hired • Working partnership with Parent Resource Center Coordinator and AHS PAC (Parent Advisory Council) in place and active • Parent Resource Center Coordinator appointed 	
<u>Documentation Systems</u>		
<ul style="list-style-type: none"> • Data Boards • Progress Reports • Filing System • Communication System 	<ul style="list-style-type: none"> • Data boards for Math, Literacy, Attendance/Drop-Out/Graduation Rate, RTI, Learning Center and Parent Resource Center in place and used by AHS staff and teams for analyze data and make decisions pertaining to each goal • Job-embedded training scheduled regarding data collection and analysis 	<ul style="list-style-type: none"> • Turnaround Director and Turnaround Principal contract for services with a consultant regarding data collection and analysis and schedule mandatory training of staff • Turnaround Office provides templates of progress report template • Turnaround Office provides technical assistance and

	<ul style="list-style-type: none"> • Progress report templates created and used to report progress pertaining to each goal and strategy • Filing system pertaining to goals, strategies, action steps established and used as central collection area for efforts of teams, centers, intervention, instructional coaches/mentors, data coordinator, technology integration specialist. • All communication efforts (presentations, newsletters, agendas, summaries, progress reports) in place and on file at AHS 	<p>training in setting up filing system. Training extended to each team</p> <ul style="list-style-type: none"> • Data Coordinator required to maintain filing system for AHS if none has been appointed • Set up guidelines for mandatory communication efforts; Turnaround Director and Turnaround Principal • Turnaround Director and Turnaround Principal reassign/reconfigure teams and facilitators for coordinating efforts to implement goals and strategies • Turnaround Director or member of LEA Restructuring Team attend all team meetings held at the high school and offer technical support, suggestions and guidelines for improved efforts in raising student achievement.
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Canyon Day Junior High School

Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
<p><u>Reading/Literacy:</u></p> <ul style="list-style-type: none"> • Success For All Literacy Program • Language Arts/Literacy Program Redesign • RTI Literacy • Progress Monitoring/Documentation 	<ul style="list-style-type: none"> • SFA consultants professional development providers contracted • SFA block scheduled • Job-embedded on-site training of staff scheduled and Fall training complete 	<ul style="list-style-type: none"> • Turnaround Director and Turnaround Principal work to reassign staff in order to more effectively implement the literacy program update, implement RTI Literacy • Expedite screening and hiring

	<ul style="list-style-type: none"> • Integrate strategies embedded in SFA with Standard Observation Protocol used for classroom walkthroughs, mentoring/ coaching and teacher evaluation systems • Instructional Coaches/Mentors include SFA in mentor/coach protocol • Comprehensive 46-day schedule job-embedded professional training scheduled regarding SFA • SFA coaches scheduled for visitations, classroom walkthroughs, training, feedback and coaching every 4 weeks during school year • Instructional Coach/Mentor and SFA Facilitator screened and hired • Baseline assessment(s) identified, administered and schedule for analysis in place • SFA quarterly assessments scheduled • Literacy Team formed • Planning and strategy meetings scheduled to analyze results of SFA quarterly assessments • Literacy Team has clustered students based on AIMS scores • 3-level Literacy classes designed: Level I Literature, Level II Literacy, Level III Grammar & Composition • Literacy Team has identified and scheduled students who are required to enroll in Level II and Level III classes • Instructional strategies regarding literacy have been identified and integrated into 	<p>instructional coach/mentor specializing in adolescent literacy to provide training and mentoring to literacy teachers and content area teachers</p> <ul style="list-style-type: none"> • LEA RTI Coordinator will work directly with CDJHS RTI Coordinator in ensuring Tier II and Tier III levels, criteria and instructional/intervention lessons and activities are in place • Turnaround Director will work with Turnaround Principal to reconfigure scheduling of SFA and literacy classes to correct gaps and overlapping • Turnaround Director and/or member of LEA Transformation Team attend meetings scheduled for Literacy and RTI Teams • Turnaround Office will work directly with teachers in the creation, administration and analysis of results with pre/post, formative, 4-week and benchmark assessments for literacy classes • Expedite ordering of materials for classroom libraries and job-embedded training • Turnaround Director and Turnaround Principal will work on assigning providers of job-embedded training in literacy for CDJHS teachers • Technical assistance and support provided by LEA in creation and maintenance of a data tracking system pertaining to literacy
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	Standard Observation Protocol to be used	<ul style="list-style-type: none"> Turnaround Office will assign a data specialist to school to build Data Boards and schedule training in their use, data collection and analysis and data-driven
Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
	<ul style="list-style-type: none"> in classroom walkthroughs, mentor/coaching, and teacher evaluations Job-embedded professional development training has been scheduled that focuses on working with struggling adolescent readers, intervention strategies, reading/literacy across the curriculum, integrating technology in literacy classrooms, and data collection and analysis Pre/post assessments, formative, 4-week and benchmark assessments created and scheduled for the 2010-2011 school year STAR Reading assessment administered to all students Literacy Team has scheduled regular weekly meetings to review assessment results, make determinations about moving a student to RTI Literacy (Tier II and Tier III instruction) Literacy Data Board available and used by Literacy Team to make determinations about progress and intervention District Curriculum Team member identified Quarterly District curriculum Team meetings scheduled with 	<p>decision-making</p> <ul style="list-style-type: none"> The LEA will provide technical assistance and support in consolidating assessments and data if assessments overlap or address issues, challenges and objectives that are off-target

	<p>mandatory participation by literacy teachers, coaches and mentors</p> <ul style="list-style-type: none"> • Excel spreadsheet workbook built to track and monitor progress at the school level • RTI Literacy component designed and students identified and scheduled into Tier II and Tier III phases of intervention • Tier II RTI Reading Specialist in place to work with special needs students 	
<p>Math</p> <ul style="list-style-type: none"> • Redesign math program into three levels: Level I Math Course 3 and/or Algebra I, Level II Math Literacy (focus: Discrete Mathematics and SFA <i>Wired</i> strategies); and Level III Basic Math Skills • RTI Math • SFA <i>Wired!</i> strategies and professional development 	<ul style="list-style-type: none"> • 2010-2011 curriculum maps updated to reflect three course levels of math • Job-embedded training using effective math strategies has been scheduled • Integration of effecting math teaching strategies has been included in Standard Observation Protocol used for classroom walkthroughs, mentoring/coaching, and 	<ul style="list-style-type: none"> • Technical assistance and support provided to complete updated 2010-2011 curriculum maps • Expedite hiring and scheduling of SFA components of literacy and <i>Wired!</i> • Expedite hiring of Instructional Coach/ Mentor • Identify and hire consultant/professional development
Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
<ul style="list-style-type: none"> • Progress monitoring and documentation system 	<p>teacher evaluation</p> <ul style="list-style-type: none"> • Consultant/provider identified to provide ongoing, job-embedded training and coaching in the effective use of math instructional strategies • Technology Integration Specialist is on-site and has created a schedule of training designed to integrate technology in the math classroom • Instructional Coach/Mentor has identified and included math instructional strategies in 	<ul style="list-style-type: none"> • Provider to schedule ongoing, job-embedded training to math teachers in the use of effective math instructional strategies • Turnaround Director and Turnaround Principal reassign staff • Turnaround Director and Turnaround Principal identify issues with scheduling and make necessary adjustments • Identify and hire a provider in the use of L To J, data

	<p>the mentor/coaching program</p> <ul style="list-style-type: none"> • Form Math Literacy Team • Data Board for Math Literacy is available and training is scheduled for data collection, analysis, reporting and data-driven decision-making in math classrooms • LToJ math vocabulary list available to all staff • Word problems packet for staff is complete and included with Daily Language activities used as bell ringer activities in all classrooms • District Curriculum Team Math member assigned; mandatory attendance at monthly District Curriculum Team meetings • Quarterly Grade Level meetings for Grades 6-High School scheduled and mandatory attendance required • RTI Math intervention component is designed and students have been scheduled • Math Team meets monthly to review data and make necessary adjustments to Tier II and Tier III RTI levels • Levels I, II, and III classes scheduled; students who were FFB will be required to take both Level II and Level III classes; entry assessment for Algebra I scheduled and students who score in the appropriate range will be scheduled into Algebra I 	<p>collection and analysis; schedule regular job-embedded training to all staff in data collection, analysis and making data- driven decisions</p> <ul style="list-style-type: none"> • Turnaround Director, AHS Principal and CDJHS Principal collaborate on ways and means of providing Algebra I and higher math instruction to students who are in the Exceeds range in math • LEA RTI Coordinator and CDJHS RTI Coordinator collaborate to design model and schedule students who require Tier II and Tier III interventions
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Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
<p><u>Social/Emotional Learning</u></p> <ul style="list-style-type: none"> • Wellness/Student Learning & Parent Resource Center • RTI connected with Learning Center • Progress Monitoring and Documentation 	<ul style="list-style-type: none"> • Partner identified and contracted with school to build a Wellness/Student Learning Center program (such as Johns Hopkins) • General counselor for general student population hired • Lead counselor of Learning Center hired • Social workers hired • Parent Resource Center Coordinator identified, hired/appointed • Materials required for Parent Resource Center identified and available • Schedule of Operation for parent Resource Center available • Training opportunities for parents identified • Parent Needs Survey designed, circulated, and tabulated • Meetings scheduled with other Parent Resource Center Coordinators in the LEA as well as agencies on the reservation (family services, counseling, behavioral health) • RTI model designed and in place in the Learning Center • ISS moved to Learning Center location • Referral process for Learning Center complete and approved by Principal 	<ul style="list-style-type: none"> • Turnaround Director and Turnaround Principal identify barriers to completing the design and operation of the Wellness/Student Learning & Parent Resource Center • Turnaround Director and Turnaround Principal make adjustments so that components of the Center are ready for operation • Reassign staff to facilitate the opening of the Student Learning Center • Turnaround Director and turnaround Principal meet with potential partner (such as Johns Hopkins) to determine how to expedite provision of services • Turnaround Office or LEA Restructuring Team member works with Wellness team and/or RTI Coordinator to design a framework/system that clearly identifies tasks and steps to take to ensure RTI model and Learning Center eligibility requirements are in place • Turnaround Director identifies provider of consultant and professional development services to assist with expediting the availability of services in the Wellness/Student Learning Center for students who have unique challenges and issues that

	<ul style="list-style-type: none"> and Turnaround Director • Job-embedded training and professional development for Learning Center staff scheduled • Integration of intervention strategies required in Learning Center included on Standard Observation Protocol to be used for classroom walkthroughs, coaching/mentoring and teacher/system evaluation • Parent Resource room available 	<ul style="list-style-type: none"> prevent them and those around them from learning • Turnaround Director seeks staff within the district to reassign to assist with the Student Learning & Parent Resource Center
Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
	<ul style="list-style-type: none"> • Math and literacy classrooms available in Learning Center • Materials, supplies and resources available in Learning Center • Math and literacy teachers identified/ appointed to Learning Center • Learning Center Director/Coordinator appointed • Computers set up in math and literacy classrooms • RTI room set up and available in Learning Center • ISS (In-School Suspension) moved to Learning Center • Students eligible for learning Center identified and scheduled into Center • Meetings with parents of students eligible for placement in the Learning 	

	<p>Center scheduled/held</p> <ul style="list-style-type: none"> • Announcement and presentations made regarding the availability of the Wellness/Student Learning & Parent Resource Center scheduled • PAC members and Learning Center Team scheduled meetings regarding the Center • Counseling appointments made for students placed in the Learning Center • Quarterly reports and meetings held regarding students in the Learning Center and determinations made whether students remain in the Learning Center, move to the regular classroom environment or a student is in need to additional support and services in dealing with his/her challenges and issues • An emphasis on challenges and issues facing Native American youth is emphasized in the Learning Center • A Life Skills curriculum, such as the 	
Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
	<ul style="list-style-type: none"> • One implemented on the Zuni reservation, has been identified and purchased • Job-embedded training on implementation of the Life Skills curriculum has been scheduled and strategies mandatory for 	

	<p>implementation of the curriculum identified and included in the Standard Observation Protocol</p> <ul style="list-style-type: none"> • Instructional Coaches/Mentors work with providers/consultants of the Life Skills curriculum to ensure coaching/mentoring strategies align with curriculum strategies • Open House for parents and community is scheduled for the Wellness/Student Learning & Parent Resource Center • Parent Resource Center Room equipped with computers for parent and family use 	
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Seven Mile Elementary School

Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
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<p>Math:</p> <ul style="list-style-type: none"> • Implement math curriculum with fidelity • Monitoring of math program • RTI Math 	<ul style="list-style-type: none"> • 2010-2011 District Curriculum Map binders, K-6, are in every classroom • SFAW (Scott-Foresman/ Addison-Wesley) materials are in place in all classrooms • Supplemental materials and manipulatives are in Math Literacy Resource Room for teachers • Job-embedded training in the use of effective math instructional strategies has been scheduled • Integration of identified targeted instructional strategies to be in place in classrooms are included on the Standard Observation used for Classroom Walkthroughs, mentoring/coaching and teacher evaluation systems • Data Boards pertaining to math achievement, assessments and intervention are in place • Professional development/consultant identified and scheduled regarding effective math instructional strategies • Math Literacy Resource Room set up • One hour block for Math scheduled • Job-embedded training scheduled using effective technology integration in the teaching of math • Materials and supplies purchased that are aligned to materials and supplies used at other two elementary schools 	<ul style="list-style-type: none"> • Turnaround Director and principal examine schedules and realign as needed • Turnaround Director and principal Identify providers of training in effective math instructional strategies and schedule • Identify L To J trainer and/or outside provider to provide additional training and technical support to staff in the collection and analysis of data • Reassign staff to more effectively implement math curriculum • Reassign staff to more effectively implement RTI Math component of SME RTI program
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	<p>in the teaching of math</p> <ul style="list-style-type: none"> • Grade level meetings scheduled to analyze math formative assessment data • Tier II and Tier III intervention elements designed and students identified and placed in both intervention levels • Instructional Coach/Mentor assigned to teachers and targeted instructional strategies included in mentor/coaching model 	
Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
	<ul style="list-style-type: none"> • Math Data Team formed and meetings scheduled • Bi-weekly meetings scheduled to review formative assessment results in Tiers I, II, and III instructional models; decisions made regarding moving students from one tier to the other • Provide parent information to assist them with their children in improving math skills and achievement • Implementation of math curriculum embedded in classroom walkthrough, mentoring and coaching protocols 	
<p>Literacy:</p> <ul style="list-style-type: none"> • Implement Balanced Literacy model used at other elementary school in the LEA • Progress monitoring of literacy program • RTI Literacy 	<ul style="list-style-type: none"> • Consultants/providers identified and hired to provide job-embedded training and professional development of the Balanced Literacy Model • Literacy Instructional Coach/Mentor hired • Job-embedded professional development training scheduled 	<ul style="list-style-type: none"> • Turnaround Director and principal reassign teachers to more effectively implement literacy instructional strategies in the RTI Literacy component of RTI • Turnaround Director and principal adjust formative assessment schedule as needed

	<p>for staff regarding elements and effective instructional strategies of implementing Balanced Literacy program</p> <ul style="list-style-type: none"> • Integrate effective instructional strategies in Balanced Literacy In Standard Observation Protocol to be used for classroom walkthroughs, coaching/mentoring and teacher evaluation systems • Schedule Literacy Block • Leveled Reading Room set up • Literacy Team members identified and appointed • Bi-weekly meetings scheduled for Literacy Team to analyze data and make adjustments as necessary • Job-embedded training scheduled in the collection and use of data • Data Boards set up for use by staff • Embed agenda topic in Literacy Team meetings to review RTI components and eligibility for Tier II and Tier III instruction 	<ul style="list-style-type: none"> • SME RTI Coordinator and LEA RTI Coordinator collaborate on adjustments made in RTI framework • Turnaround Director and principal Identify providers of training in Balanced Literacy and assist with scheduling • Turnaround Director or LEA Restructuring Team member attends Literacy and RTI meetings • LEA Restructuring Team provide technical assistance and support in building a documentation system of transformation efforts
Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
	<ul style="list-style-type: none"> • L To J reading vocabulary list determined and system in place for teachers to implement • Job-embedded training on integration of technology scheduled and identified targeted strategies embedded in Instructional Coach/Mentor model, classroom walkthrough protocol and teacher evaluation system • Formative assessment schedule 	

	<p>built using Safety Net Objectives for reading, K-6</p> <ul style="list-style-type: none"> • SME RTI Coordinator appointed by principal 	
<p><u>Extended Learning Time:</u></p> <ul style="list-style-type: none"> • Discovery Learning Camp • Jumpstart • Preschool • Documentation/progress monitoring 	<ul style="list-style-type: none"> • Training of implementation of Discovery Camp curriculum scheduled • Discovery Learning Camp Coordinator appointed by principal • Teachers for Learning Camp identified • Weekly meetings of Discovery Learning Camp staff to analyze assessment data • Jump Start Coordinator and teachers appointed by principal • Curriculum for Jump Start 8-day session in place • Preschool teacher screened and hired • Preschool classroom determined by principal • Preschool curriculum aligned with Head Start curriculum and LEA Pilot Preschool Classroom • Meetings with preschool teacher, Head Start Director and principal scheduled • Pre/post assessments in place • Formative assessments in place • Job-embedded training scheduled for preschool teacher • Materials, supplies and furniture in place in preschool classroom • Schedule of preschool set • Students for preschool identified 	<ul style="list-style-type: none"> • Turnaround Director and principal identify barriers and make adjustments as needed • Turnaround Director, principal, and Head Start Director identify inconsistencies with implementation of preschool curriculum and make adjustments as needed • Identify provider of training in early childhood education and schedule trainings for preschool teacher • Turnaround Director and principal analyze results of Discovery Camp and Jump Start and make adjustments for Year 2 implementation • Turnaround Director or member of LEA Restructuring Team provides technical assistance and support in establishing documentation system

	<ul style="list-style-type: none"> • Parent awareness meetings scheduled • Documentation system in place 	
Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
Social/Emotional Learning (Attendance, Discipline, Behavior): <ul style="list-style-type: none"> • Behavior program (e.g., Stop & Think) • Positive Learning Environment • Wellness/Student Learning & Parent Resource Center • Progress Monitoring & Documentation System 	<ul style="list-style-type: none"> • Positive Behavior Specialist identified and hired • Meetings with Positive Behavior Specialist, counselor and social workers scheduled • Job-embedded training of effective intervention strategies scheduled for staff; targeted strategies embedded in classroom walkthrough protocol, mentor/coaching model, and teacher evaluation system • Quiet Intervention Room assigned by principal • RTI Room materials and supplies and computers in place • Parent Resource Center Coordinator appointed by principal • Parent training topics identified and scheduled • Counseling appointments for students scheduled • Eligibility requirements for students completed • Learning Center classroom identified • Materials, supplies, computers in place in Learning Center classroom • Learning Center teacher appointed or screened and hired 	<ul style="list-style-type: none"> • Turnaround Director and principal analyze barriers and make adjustments where needed • Turnaround Director and principal reassign staff to more effectively implement strategies for RTI Tier III, Behavior/Learning classrooms • LEA RTI Coordinator and SME RTI Coordinator examine inconsistencies and make adjustments where needed • Turnaround Director and principal identify providers of effective training in Stop & Think, behavior management, and/or classroom management and schedule training to staff where needed • Turnaround Director or member of LEA Restructuring Team attends all meetings of Wellness/Student Learning & Parent Resource Center

	<ul style="list-style-type: none"> • Behavior Management strategies in place in Learning Center classroom • Parents of students eligible for placement in the Tier III and Learning Center classroom notified and meetings scheduled • Appoint Learning Center Team to analyze progress of students in Tier III RTI, Learning Center classroom • Job-embedded professional development/ training scheduled on integration of the arts in mainstream curriculum • Celebration systems for outstanding academic achievement, attendance and 	
Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
	<ul style="list-style-type: none"> • Behavior • Family Nights scheduled that provide strategies to parents in helping their children improve achievement in behavior, math and literacy • Topics for Parent University classes identified and scheduled • Job-embedded training in effective classroom management scheduled for staff and strategies included on Standard Observation Protocols used for classroom walkthroughs, coaching/mentoring and teacher evaluation systems • Referral process for students eligible for the Behavior/Learning Center classroom established 	

	<ul style="list-style-type: none"> Wellness/Learning Center Coordinator and Parent Resource Coordinator appointed by principal Parent Resource Room identified by principal Computers available in Parent Resource Room for parent and family use Parent Resource materials identified, ordered and placed in Parent Resource Room 	
<u>Documentation System</u>	<ul style="list-style-type: none"> System of gathering information and data related to transformation efforts in place Data Coordinator hired 	<ul style="list-style-type: none"> LEA Restructuring Team member identified by Turnaround Director provides technical assistance and support in establishing a framework for the collection and maintenance of data, progress reports, agendas, summaries and other documentation pertinent to transformation efforts; training on maintenance of system provided

Whiteriver Elementary School

Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
<u>Literacy:</u> <ul style="list-style-type: none"> Balanced Literacy RTI Literacy Writing Curriculum Progress Monitoring/Documentation 	<ul style="list-style-type: none"> Schedule of job-embedded training focusing on elements of Balanced Literacy and effective instructional strategies in place Integration of effective 	<ul style="list-style-type: none"> Turnaround Director and principal analyze barriers and/or progress and make adjustments where needed

	<p>literacy strategies included on Standard Observation Protocol used for classroom walkthroughs, coaching/mentoring and teacher evaluations in place</p> <ul style="list-style-type: none"> • Instructional Coach/Mentor hired • Schedule of formative assessments in place • Data collection system of formative assessment results in place • Data Boards indicating AIMS scores and formative assessment results in place • Job-embedded training on effective strategies to integrate technology in the curriculum scheduled • Job-embedded training on effective strategies for the collection and analysis of data in place • RTI Literacy Tier II and Tier III intervention strategies and groups established • Students identified who are eligible for Tier II and Tier III placement • WES RTI Coordinator appointed by principal • Counselors and MSWs (Masters Social Workers) in place • LToJ Vocabulary list and slides in place 	
<p>Math:</p> <ul style="list-style-type: none"> • Continued implementation of math curriculum • Progress Monitoring/Documentation 	<ul style="list-style-type: none"> • Job-embedded professional development and training on effective math instructional strategies scheduled 	<ul style="list-style-type: none"> • Turnaround Director and principal analyze barriers and/or progress and make adjustments where needed

System	<ul style="list-style-type: none"> • Integration of effective math instructional strategies included on Standard Observation Protocol and used for classroom walkthroughs, coaching/mentoring, and teacher evaluation systems 	
Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
	<ul style="list-style-type: none"> • Job-embedded professional development and training on effective strategies when implementing <i>Investigations</i> scheduled • Weekly meetings scheduled for teachers to analyze data and make data-driven decisions regarding students and math achievement • RTI Math Tier II and Tier III intervention plans in place • Students eligible for Tier II and Tier III intervention plans identified and placed • Tier II and Tier III instructors identified by principal • Job-embedded professional development and training regarding effective integration of technology in the teaching of math scheduled • Math Olympiad scheduled • Supplementary materials to support math curriculum and instruction ordered • L To J PowerPoint quizzes for grade level appropriate academic math vocabulary in place • Math Data Board and L To J charts in place • Job-embedded training for L To 	

	<p>J strategies required for use in classrooms scheduled</p> <ul style="list-style-type: none"> • Enrichment/extension instruction activities for students demonstrating readiness to learn math objectives at a deeper level in place. • Math Team appointed by principal and training scheduled on the design, use and maintenance of a school-wide Math Data Board • Off-reservation extension and enrichment excursions, tied to curriculum and instruction, planned and lesson plans in place that support excursions and activities 	
<p>Attendance:</p> <ul style="list-style-type: none"> • Project Achieve Stop & Think • RTI 	<ul style="list-style-type: none"> • Project Achieve Coordinator appointed by principal • Lessons and activities to be implemented in classrooms designed and in place • Job-embedded training on effective 	<ul style="list-style-type: none"> • Turnaround Director and principal analyze barriers and/or progress and make adjustments where needed
Goals/Strategies	Indicators/Expectations	Technical Assistance/Support
	<ul style="list-style-type: none"> • classroom management strategies scheduled and integration of strategies included on Standard Observation Protocol used for classroom walkthroughs, coaching/mentoring and teacher evaluation systems • Behavior Intervention classroom site determined by principal • Behavior Prevention Specialist hired for classroom • Behavior management curriculum in place in classroom 	

	<ul style="list-style-type: none"> • Referral process for students eligible for placement in Behavior Intervention classroom in place • Meetings scheduled for parents of children eligible for placement in Behavior Intervention classroom • RTI Team members appointed by principal • RTI Team agenda item pertaining to student absences of 3+ days and 10+ days and student identification in place • Tier II and Tier III intervention plans for math and literacy in place and students eligible for Behavior Intervention classroom scheduled for Tier II and Tier III intervention in math and literacy • Job-embedded training on data analysis, collection and data-driven decision-making scheduled for Tier II and Tier III, as well as Behavior Intervention, teachers scheduled • Bi-weekly meetings scheduled for RTI Team 	
<p><u>Documentation System</u></p>	<ul style="list-style-type: none"> • Documentation system updated for upcoming school year 	<ul style="list-style-type: none"> • Turnaround Director and principal analyze barriers and/or progress and make adjustments where needed

F. BUDGET

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

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

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

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

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

G. SUSTAINABILITY

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

Areas of Sustainability	Description
Funding Sources	<ul style="list-style-type: none"> • M & O; Title I, II, III, VIB, IDEA, VII • Seek partnerships and grant applications that will assist with sustaining successful components of SIG (e.g., Elementary School Counseling Grant)
Hiring Practices	<ul style="list-style-type: none"> • In an effort to recruit HQ (Highly Qualified) certified staff, incentives and signing bonuses are provided
Professional Development	<ul style="list-style-type: none"> • LEA is moving towards sustainable, job-embedded professional development using Train-The-Trainer models
Changes in Policies/Practices	<ul style="list-style-type: none"> • Adjust <u>salary schedule</u> to \$30K/year from \$25K/year, reflecting a \$2K increase above average beginning teacher salaries at other White Mountain area schools: Blue Ridge, Show Low, Snowflake, St. Johns, and Round Valley. • Reduction of allowable days teacher can be out of the classroom at Tier I schools. • LEA has reduced support staff with no cuts coming from the classroom (\$250K) • LEA is moving M&O Resources from non-classroom instructional areas to direct classroom instruction.

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

By indicating with a mark on the below items, the **Whiteriver Unified School District #20** fully and completely assures that it will:

- X** 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;
- X** 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;
- NA** 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
- X** 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.

Whiteriver Unified School District #20 will implement the below marked waivers:

X Extending the period of availability of school improvement funds. School(s): **Alchesay High School (Tier I); Canyon Day Junior High School (Tier I); Mary V. Riley Seven Mile Elementary School (Tier I); and Whiteriver Elementary School (Tier III).**

NA “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): _____

NA 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:

WUSD Governing Board	Tribal Members/Leaders	Federal Programs PAC (Parent Advisory Council)
WUSD Cabinet	Principals: School Improvement & Curriculum Team	District Curriculum Team
Alchesay High School Administrators	Alchesay High School Leadership Team	Alchesay High School certified and classified staff
Alchesay High School students	Alchesay High School PAC (Parent Advisory Council)	
Canyon Day Junior High School Administrators and Instructional Coach	Canyon Day Junior High School Leadership Team	Canyon Day Junior High School certified and classified staff
Canyon Day Junior High School students	Canyon Day Junior High School PAC (Parent Advisory Council)	
Seven Mile Elementary School Principal	Seven Mile Elementary Leadership Team	Seven Mile Elementary certified and classified staff
Seven Mile Elementary School PAC (Parent Advisory Council)	Seven Mile Elementary School students	
Whiteriver Elementary School Principal, Turnaround Coach and School Improvement Specialist	Whiteriver Elementary Leadership Team	Whiteriver Elementary School certified and classified staff
Whiteriver Elementary School PAC (Parent Advisory Council)	Whiteriver Elementary School students	

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.