



Arizona School Improvement Grant (SIG) Application

Pursuant to: Title I, Section 1003 (g) of the Elementary and
Secondary Education Act of 1965

Application due: May 23, 2014

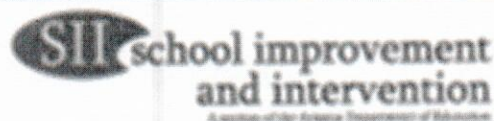
Application training/webinar: April 30, 2014 from 3:30-5:00 pm

Required Intent to Apply due: May 2, 2014

For program questions contact:

Robert Gray (robert.gray@azed.gov) or 602-364-2202

Laura Toenjes (laura.toenjes@azed.gov) or 602-542-5448


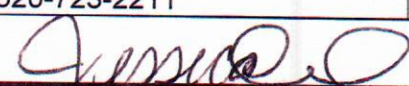
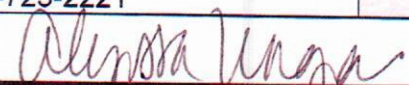


Part I: Application Information

Complete the Cover Page, LEA Level Participants/Schools to be Served Page, LEA and School Information and Signature Page, Assurance Form and Waiver Form and attach as the first six pages of the application. All of these forms must be submitted as hard copies with original signatures as well as submitted electronically with entire application.

Section A: Cover Page

(Complete and attach as first page of application.)

LEA Name:	Coolidge Unified School District		
Mailing Address:	450 N. Arizona Blvd, Coolidge, AZ 85128		
CTDS #:	110221000	Entity ID #:	04442
		NCES ID#:	0402320
Superintendent:	Charie Wallace		
Mailing Address:	450 N. Arizona Blvd. Coolidge, AZ 85128		
Telephone #:	520-723-2052	Email:	charie.wallace@coolidgeschools.org
Signature:			
Program Contact Person:	Jessica Miller, Director of Curriculum and Instruction		
Mailing Address:	450 N. Arizona Blvd. Coolidge, AZ 85128		
Telephone #:	520-723-2211	Email:	jessica.miller@coolidgeschools.org
Signature:			
Fiscal Manager:	Alyssa Unger, Director of Business Services		
Mailing Address:	450 N. Arizona Blvd. Coolidge, AZ 85128		
Telephone #:	520-723-2221	Email:	alyssa.unger@coolidgeschools.org
Signature:			
Total LEA Request: Indicate the total amount of funding you are requesting for both LEA and School. Please note: An individual budget will be required for each school site totaling to the amount listed below.			
Year 1	Year 2	Year 3	Total
\$439,400	\$321,860	\$316,442	\$1,077,702

Please note: If the grant is approved, funding will not awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

In Addition: The Year 1 grant period may include pre-implementation costs from June 2014-August 2014 (see Attachment C).

Section B: LEA Level Participants/Schools to Be Served

(Complete the following information with respect to the LEA level participants and the schools that will be served with a School Improvement Grant and attach as second page of application.)

LEA Level Participants

Identify the LEA level team members who will have the primary responsibility for ensuring implementation and sustainability of the selected intervention model(s) for the schools to be served.

Name	Role	Email	Telephone #
Jessica Miller	Project oversight	jessica.miller@coolidgeschools.org	520-723-2211
Dawn Hodge	Principal, Coolidge High School and Hohokam Middle School	dawn.hodge@coolidgeschools.org	520-723-2302

Schools to be Served

In determining schools to be served and the selected intervention model for each school, ADE encourages the LEA to consider:

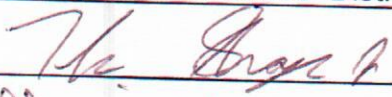

- *Eligible schools where the need and potential for dramatic growth is recognized (lowest performing schools).*
- *Eligible schools that, with the right investments, can serve as learning labs for the LEA to pilot and implement practices that could eventually have system-wide impact.*

School Name	NCES ID#	Priority	Selected Intervention Model (Include Requested Amount per School for YR 1)			
			Restart	Closure	Transformation	Turnaround
Hohokam Middle School	0402320 01534	Priority			\$145,002	
Coolidge High School	0402320 00158	Priority			\$566,281	

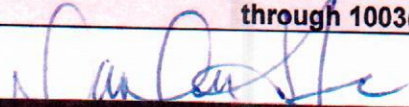
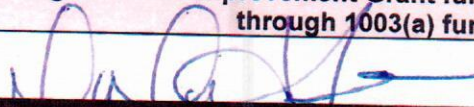
Section C: LEA and School Information and Signatures

(Complete and attach as third page of application. If there are more than 3 participating schools the LEA may duplicate this page and attach it after page 3.)

LEA Signatures

LEA Name:	Coolidge Unified School District
School Board President Signature:	
Superintendent Signature:	

School Information & Signatures

Site #1 Name:	Hohokam Middle School		
CTDS #:	110221005	Entity ID #:	05914
Principal Name:	Dawn Hodge		
Telephone #:	520-723-2302	Email:	dawn.hodge@coolidgeschools.org
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?		YES	<u>NO</u>
Principal Signature:			
Site #2 Name:	Coolidge High School		
CTDS #:	110221007	Entity ID #:	05916
Principal Name:	Dawn Hodge		
Telephone #:	520-723-2302	Email:	dawn.hodge@coolidgeschools.org
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?		YES	<u>NO</u>
Principal Signature:			
Site #3 Name:			
CTDS #:		Entity ID #:	
Principal Name:			
Telephone #:		Email:	
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?		YES	<u>NO</u>
Principal Signature:			

Section D: LEA Assurance Form

(Complete and attach as fourth and fifth pages of application.)

The School Board President and Superintendent must sign below to indicate their approval of the contents of the application and agreement to the following LEA assurances.

THIS AGREEMENT made the _____ 14th _____ day of _____ May _____, 20 _____ 15 _____, by and between Coolidge Unified School District hereafter called the LEA and Arizona Department of Education (ADE), hereafter called the SEA.

By indicating with an X on the below items, the LEA or charter holder fully and completely assures that it will:

Federal Assurances:

- ☒ Use its School Improvement Grant 1003(g) funds to fully and effectively implement an intervention model in each school that the LEA commits to serve consistent with final requirements.
- ☒ Establish annual performance targets for student achievement on the state's assessment in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements.
- ☒ Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to recruit, select and provide oversight to external partners to ensure their quality.
- ☒ Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to sustain the reforms after the funding period ends and that it will provide technical assistance to school(s) on how they can sustain progress without SIG funding.
- ☒ If implementing a restart model in a Priority 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.
- ☒ Report to the ADE the school-level data required under section III of the final requirements.

State Assurances:

- ☒ Select a school leader using locally adopted competencies necessary to turnaround a SIG school.
- ☒ Complete and submit a Self-Readiness Assessment along with the LEA and School Continuous Improvement Plan annually.
- ☒ Develop and implement an LEA and School Continuous Improvement Plan that addresses the reason(s) for identification and establish annual goals (performance targets) for student achievement addressing the bottom quartile, based on the State's assessments in both reading/language arts and mathematics and high school graduation rates (if applicable).
- ☒ Provide a LEA level leadership team who will have the primary responsibility for ensuring implementation and sustainability of the selected intervention model(s) for the school(s) to be served.

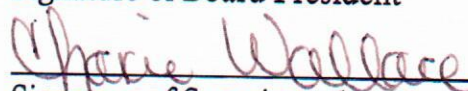
- ☒ Align current and future funding sources in support of improvement efforts, especially Title I, including a commitment to reallocate existing local funds for the purpose of sustaining the improvement efforts.
- ☒ Provide data on attainment of performance targets to ADE to inform decision around continuation of funding. Complete and submit the Data Summary three times a year.
- ☒ Complete and submit ED Facts data when requested by ADE.
- ☒ Monitor and evaluate the effectiveness of the selected intervention model, and annually revise the LEA and School Continuous Improvement Plans to reflect necessary adjustments.
- ☒ Commit to engaging in significant mid-course corrections in the school if the data does not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation.
- ☒ Identify a LEA contact person who will accompany ADE School Improvement and Intervention staff upon request at site visits at the school, oversee implementation activities, and maintain contact with the SII staff member.
- ☒ Ensure appropriate fiscal oversight over the use of sub grant funds, ensure that purchases are consistent with the terms and conditions of the School Improvement Grant and state and federal accounting requirements, and that the LEAs accounting system meets the standards required of its financial management system as detailed in 34 CFR § 80.20.
- ☒ Maintain appropriate fiscal and program records. Submit amendments for any fiscal or programmatic change. Receive approval for amendment prior to implementing any change in spending or program.

Thomas Shope, Jr. _____
Name of Board President



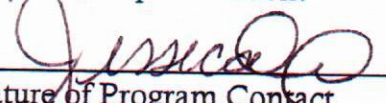
Signature of Board President

Charie Wallace _____
Name of Superintendent



Signature of Superintendent

Jessica Miller _____
Name of Program Contact



Signature of Program Contact

As a partner with the LEA in the School Improvement Grant 1003(g), ADE assures that it will:

- ☒ Assign an ADE program staff as appropriate to the LEA.
- ☒ Provide differentiated technical assistance, professional development, progress monitoring and compliance monitoring for the LEA on development and implementation of LEA and School Continuous Improvement Plans. Provide feedback on attainment of performance targets and LEA and School Continuous Improvement Plans.
- ☒ Provide the LEA with guidance on any changes and interventions each of the models require.
- ☒ Meet regularly with LEA and school(s) to review performance data and implementation of selected intervention model.
- ☒ Provide technical assistance in the development of the School Improvement Grant and the renewal applications.

Arizona School Improvement Grant 1003(g) Intent to Apply Due by May 2, 2014

LEA Name:	Coolidge Unified School District		
Mailing Address:	450 N. Arizona Blvd. Coolidge, AZ 85128		
CTDS #:	110221000	Entity ID #:	04442
		NCES ID#:	0402320
Superintendent:	Charie Wallace, Superintendent		
Mailing Address:	450 N. Arizona Blvd. Coolidge, AZ 85128		
Telephone #:	520-723-2052	Email:	charie.wallace@coolidgeschools.org

Program Contact Person:	Jessica Miller, Director of Curriculum and Instruction		
Mailing Address:	450 N. Arizona Blvd. Coolidge, AZ 85128		
Telephone #:	520-723-2211	Email:	jessica.miller@coolidgeschools.org

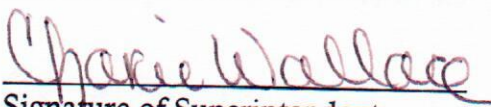
Eligible School(s) and Selected Intervention Model

(<http://www2.ed.gov/programs/sif/legislation.html#guidance>)

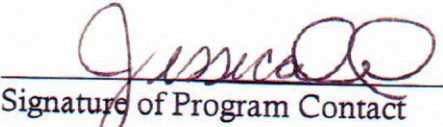
School Name	Restart	Closure	Trans-formation	Turnaround
Hohokam Middle School			X	
Coolidge High School			X	

Signatures

Charie Wallace
Name of Superintendent


Signature of Superintendent

Jessica Miller
Name of Program Contact


Signature of Program Contact

LEA and School Continuous Improvement Plan Addendum for Transformation Model

(Submit an Addendum for each participating school requesting to implement the Transformation Model)

Name of Participating School:	Hohokam Middle School
Briefly describe why the Transformation Model was chosen for the school:	<p>The Transformation Model best supports the needs of Hohokam Middle School with the emphasis on administrator and teacher competencies and professional development.</p> <p>Performance Targets: Describe the bold performance targets in math, reading/language arts and/or high school graduation rates for each participating school that will need to be met in order to meet the exit criteria. Provide estimated *annual performance targets for each of the three years.</p> <p><i>*Adjustments for performance targets may occur based on newly implemented state assessment in 2014-2015 school year.</i></p> <p>Hohokam Middle School will increase student achievement as measured by AIMS to a minimum of 15% annually above the 2013 baseline results for students meeting or exceeding the standards (xx% meets or exceeds in Reading, xx% meets or exceeds in Writing, xx% meets or exceeds in Mathematics)</p>

Transformation Model	Model Implementation Plan	Timeline	Monitoring/Evaluation Plan	Budget/Resource Alignment
Description of Transformation Model Program Requirements.	Describe specific strategies and action steps for each of the Transformation Model Program Requirements to be used to progress towards the performance targets.	Provide a list of tentative dates (beginning and end dates) in which the action steps will be implemented.	Describe the LEA plan for monitoring progress of implementation of the Transformation Model.	Clearly identify funds and/or resources that the LEA and School will use to support implementation each of the Transformation Model Program Requirements to achieve performance targets.
Replace the principal who led the school prior to commencement of the transformation model and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and	The LEA will collapse the school and reconfigure it as a separate entity located into Coolidge High School. The principal for the schools will be granted	FY2014 Replace principal Beginning FY2015 move Hohokam students into Coolidge High School.	The LEA will monitor progress through assessment scores, discipline logs, etc. monthly to evaluate implementation of the Transformation	Funding requires LEA regular operating expenses.

<i>budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.</i>	sufficient operational flexibility to implement the program with fidelity.		Model.	
<i>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates, and are designed and developed with teacher and principal involvement.</i>	The LEA has adopted an evaluation plan and takes into account data on student growth as well as other factors and is used to determine continued employment and position placement.	Beginning FY2015 train staff in evaluation plan and instrument. FY2015 and beyond implement evaluation system.	The LEA will monitor progress through walk-through observations, coaching reports, and evaluation results, and teacher retention	Funding requires LEA regular operating costs as well as funds for coaching from the external providers paid through professional development line items of SIG funds.
<i>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</i>	TAP bonus funds are paid out on the basis of student assessment results. The regular district evaluation process provides for opportunity to improve professional practice with removal after this opportunity if insufficient improvement is noted.	Fall 2014 – train staff in evaluation process and instrument. FY2015 – provide ongoing professional development through TAP and ENVoy programming. Spring 2015 – identify staff for continued employment using evaluation process. Spring / Summer 2015 analyze assessment results for TAP bonus fund distribution.	The LEA will monitor progress through coaches' reports, observations, and assessment results. Annual review of TAP bonus funds will also provide monitoring.	Funding requires LEA regular operating costs as well as funds for coaching from the external providers paid through professional development line items of SIG funds.
<i>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional</i>	Ongoing, high quality, job-embedded professional development will be provided through TAP master and mentor	Summer, 2014 provide initial training for new staff and refresher training for returning staff in TAP and ENVoy programs.	The LEA will monitor progress through walk-through observations, coaching reports, and evaluation results, and	Funding requires LEA regular operating costs as well as funds for coaching from the external providers paid through professional

program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	teaching staff as well as ENVoy trainers and coaches.	FY2015 provide ongoing training and coaching for professional development	teacher retention.	development line items of SIG funds. Funding for stipends for off contract trainings funded through SIG funds.
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.	TAP provides ongoing opportunities for career growth. The LEA also provides many opportunities for career growth outside of TAP programming.	Spring, 2014 identify staff for retention based on evaluations. FY 2015 observe staff for potential career growth opportunities. Spring, 2015 identify staff for retention based on evaluations.	The LEA will monitor progress through walk-through observations, coaching reports, evaluation results, and teacher retention. Career moves within the district will also be noted.	Funding requires LEA regular operating expenses.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	The LEA will hire a dedicated Instructional Data Coach (IDC) to provide data analysis, student identification and tracking for credit accrual and intervention needs as well as calibration of curriculum alignment.	Summer, 2014 hire staff member. FY 2015 - 2017 - IDC will provide ongoing data analysis for program implementation. Spring / Summer, 2014 update analysis using annual assessment results.	The LEA will monitor progress through monthly updates provided to the site administrator by the IDC.	Funding for position comes from SIG funds.
Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	The LEA will hire a dedicated Instructional Data Coach (IDC) to provide data analysis, student identification and tracking for credit accrual and intervention needs as well as calibration of curriculum alignment.	Summer, 2014 hire staff member. FY 2015 - 2017 - IDC will provide ongoing data analysis for program implementation. Spring / Summer, 2014 update analysis using annual assessment results.	The LEA will monitor progress through monthly updates provided to the site administrator by the IDC.	Funding for position comes from SIG funds.
Establish schedules and implement strategies that provide increased learning time.	The LEA has adopted a modified year-round schedule providing intersession tutorial opportunities. In addition, the high school will operate on a block scheduling	Spring, 2014 determine calendar for FY2015 Spring, 2014 determine class scheduling and student placement for FY2015.	The LEA will monitor progress through monthly updates provided to the LEA administration by the site administrator. Assessment results will be used to determine	Funding requires LEA regular operating expenses. Tutoring funds for intersessions will be provided through SIG funds.

<i>Provide ongoing mechanisms for family and community engagement.</i>	format which will increase learning time. The LEA will hire a full time Family and Community Engagement (FACE) Specialist to provide the mechanism and implementation of a program to increase family and community engagement for the SIG identified schools.	Summer, 2014 hire FACE specialist FY 2015 FACE specialist will provide ongoing opportunities to increase family and community engagement.	effectiveness of instructional calendar. The LEA will monitor the program through the use of activity logs, family sign in sheets for programming, and increased parent satisfaction through survey results.	Funding requires SIG line item funds.
<i>Pre-Implementation- If requesting pre-implementation funds complete this section.</i>	Pre-implementation training will be required for new staff. Refresher training will be required for returning staff.	Summer, 2014 provide training for new staff and returning staff before start of school year.	The LEA will monitor the program through sign-in documentation for training days and follow-up coaching visits.	Funding requires SIG line items for off-contract stipends.

LEA and School Continuous Improvement Plan Addendum for Transformation Model

(Submit an Addendum for each participating school requesting to implement the Transformation Model)

Name of Participating School:	Coolidge High School
Briefly describe why the Transformation Model was chosen for the school:	
The Transformation Model best supports the needs of Coolidge High School with the emphasis on administrator and teacher competencies and professional development.	
Performance Targets: Describe the bold performance targets in math, reading/language arts and/or high school graduation rates for each participating school that will need to be met in order to meet the exit criteria. Provide estimated *annual performance targets for each of the three years. <i>*Adjustments for performance targets may occur based on newly implemented state assessment in 2014-2015 school year.</i>	
Coolidge High School will increase student achievement as measured by AIMS to a minimum of 15% annually above the 2013 baseline results for students meeting or exceeding the standards (xx% meets or exceeds in Reading, xx% meets or exceeds in Writing, xx% meets or exceeds in Mathematics)	

Transformation Model	Model Implementation Plan	Timeline	Monitoring/Evaluation Plan	Budget/Resource Alignment
Description of Transformation Model Program Requirements.	Describe specific strategies and action steps for each of the Transformation Model Program Requirements to be used to progress towards the performance targets.	Provide a list of tentative dates (beginning and end dates) in which the action steps will be implemented.	Describe the LEA plan for monitoring progress of the implementation of the Transformation Model.	Clearly identify funds and/or resources that the LEA and School will use to support implementation each of the Transformation Model Program Requirements to achieve performance targets.
Replace the principal who led the school prior to commencement of the transformation model and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order	A new principal was hired for FY 2014. This person will continue into FY 2015. The principal for the schools will be granted sufficient operational flexibility to implement the program with fidelity.	FY2014 Replace principal.	The LEA will monitor progress through assessment scores, discipline logs, etc. monthly to evaluate implementation of the Transformation Model.	Funding requires LEA regular operating expenses.

to substantially improve student achievement outcomes and increase high school graduation rates.					
<i>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates, and are designed and developed with teacher and principal involvement.</i>	The LEA has adopted an evaluation plan and takes into account data on student growth as well as other factors and is used to determine continued employment and position placement.	Beginning FY2015 train staff in evaluation plan and instrument. FY2015 and beyond implement evaluation system.	The LEA will monitor progress through walk-through observations, coaching reports, and evaluation results, and teacher retention	Funding requires LEA regular operating costs as well as funds for coaching from the external providers paid through professional development line items of SIG funds.	
<i>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</i>	TAP bonus funds are paid out on the basis of student assessment results. The regular district evaluation process provides for opportunity to improve professional practice with removal after this opportunity if insufficient improvement is noted.	Fall 2014 – train staff in evaluation process and instrument. FY2015 – provide ongoing professional development through TAP and ENVoY programming. Spring 2015 – identify staff for continued employment using evaluation process. Spring / Summer 2015 analyze assessment results for TAP bonus fund distribution.	The LEA will monitor progress through coaches' reports, observations, and assessment results. Annual review of TAP bonus funds will also provide monitoring.	Funding requires LEA regular operating costs as well as funds for coaching from the external providers paid through professional development line items of SIG funds.	
<i>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped</i>	Ongoing, high quality, job-embedded professional development will be provided through TAP master and mentor teaching staff as well as ENVoY trainers and	Summer, 2014 provide initial training for new staff and refresher training for returning staff in TAP and ENVoY programs. FY2015 provide ongoing training and coaching for	The LEA will monitor progress through walk-through observations, coaching reports, and evaluation results, and teacher retention.	Funding requires LEA regular operating costs as well as funds for coaching from the external providers paid through professional development line items of SIG funds. Funding for	

to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	coaches.	professional development		stipends for off contract trainings funded through SIG funds.
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.	TAP provides ongoing opportunities for career growth. The LEA also provides many opportunities for career growth outside of TAP programming.	Spring, 2014 identify staff for retention based on evaluations. FY 2015 observe staff for potential career growth opportunities. Spring, 2015 identify staff for retention based on evaluations.	The LEA will monitor progress through walk-through observations, coaching reports, and evaluation results, and teacher retention. Career moves within the district will also be noted.	Funding requires LEA regular operating expenses.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	The LEA will hire a dedicated Instructional Data Coach (IDC) to provide data analysis, student identification and tracking for credit accrual and intervention needs as well as calibration of curriculum alignment.	Summer, 2014 hire staff member. FY 2015 - 2017 - IDC will provide ongoing data analysis for program implementation. Spring / Summer, 2014 update analysis using annual assessment results.	The LEA will monitor progress through monthly updates provided to the site administrator by the IDC.	Funding for position comes from SIG funds.
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	The LEA will hire a dedicated Instructional Data Coach (IDC) to provide data analysis, student identification and tracking for credit accrual and intervention needs as well as calibration of curriculum alignment.	Summer, 2014 hire staff member. FY 2015 - 2017 - IDC will provide ongoing data analysis for program implementation. Spring / Summer, 2014 update analysis using annual assessment results.	The LEA will monitor progress through monthly updates provided to the site administrator by the IDC.	Funding for position comes from SIG funds.
Establish schedules and implement strategies that provide increased learning time.	The LEA has adopted a modified year-round schedule providing intersession tutorial opportunities. In addition, the high school will operate on a block scheduling format which will increase learning time.	Spring, 2014 determine calendar for FY2015 Spring, 2014 determine class scheduling and student placement for FY2015.	The LEA will monitor progress through monthly updates provided to the LEA administration by the site administrator. Assessment results will be used to determine effectiveness of instructional calendar.	Funding requires LEA regular operating expenses. Tutoring funds for intersessions will be provided through SIG funds.

<i>Provide ongoing mechanisms for family and community engagement.</i>	The LEA will hire a full time Family and Community Engagement (FACE) Specialist to provide the mechanism and implementation of a program to increase family and community engagement for the SIG identified schools.	Summer, 2014 hire FACE specialist FY 2015 FACE specialist will provide ongoing opportunities to increase family and community engagement.	The LEA will monitor the program through the use of activity logs, family sign in sheets for programming, and increased parent satisfaction through survey results.	Funding requires SIG line item funds.
<i>Pre-Implementation- If requesting pre-implementation funds complete this section.</i>	Pre-implementation training will be required for new staff. Refresher training will be required for returning staff.	Summer, 2014 provide training for new staff and returning staff before start of school year.	The LEA will monitor the program through sign-in documentation for training days and follow-up coaching visits.	Funding requires SIG line items for off-contract stipends.

LEA and School Three-Year Preliminary Planning Budget Template

(Submit a proposed three-year preliminary budget for each participating school requesting SIG funds and for the LEA if requesting LEA level funds)

If requesting LEA funds, describe the support activities and estimate the amount of funds that will be set-aside to support the school(s) in implementing the selected model.

For each school competing for SIG funds, a preliminary 3-year budget is required. For each school estimate the amount of funds that will be needed to implement and support the various requirements of the four interventions. The minimum annual amount per school is \$50,000 and the maximum annual amount per school is \$2,000,000. (A proposed 3 year budget must be submitted for each school- make additional copies as needed).

LEA Preliminary Budget to Support Selected School Model(s)

Name of LEA:	Coolidge Unified School District			
Support Activities	Year 1	Year 2	Year 3	Total 3 Year Grant Amount
Math Interventionist(s) for student instructional support	84000	84000	84000	252000
Benefits for Math Interventionists (30% of base)	25200	25200	25200	75600
Tutoring provided off contract (after school and intersession) to students by certified staff members	33000	33000	33000	99000
Benefits for tutoring (20% base)	6600	6600	6600	19800
Instructional Data Coach	42000	42000	42000	126000
Benefits for Instructional Data Coach	12600	12600	12600	37800
Training stipends for teachers off-contract time	63000	31500	31500	126000
Benefits for training stipends (20% base)	12600	6300	6300	25200
Professional Development	80000	20000	20000	120000
Supplies for instruction	9000	1000	1000	11000
Family / Community Engagement Specialist	30000	30000	30000	90000
Benefits for Family / Community Engagement Specialist (30% of base)	9000	9000	9000	27000
Supplies for professional development and family engagement	6000	2000	2000	10000
Administrative support (SAM training and support)	26400	18660	13242	58320
Total	439400	321860	316442	1077702

Transformation Model				
Name of Participating School:	Hohokam Middle School			
Strategies	Year 1	Year 2	Year 3	Total 3 Year Grant Amount
Recruiting and hiring building principal	8712	6158	4370	19240
Teacher and principal evaluation systems				
School leader, teacher and other staff rewards for increasing student achievement and high school graduation rates				
Process for removing school leaders, teachers and other staff that have not after ample time increased student achievement and high school graduation rates				
Ongoing, high-quality, sustainable job-embedded professional development aligned with instructional program	17358	19074	19074	55506
Incentives, career growth and flexible work conditions designed to recruit, place and retain transformation staff				
Identify and implement an instructional program aligned to state academic standards				
Assessment data review and analysis	18018	18018	18018	54054
Data systems				
Increased learning time for students	13068	13068	13068	39204
Ongoing family and community engagement	12870	12870	12870	38610
Reading Interventions (RTI)				
Math Interventions (RTI)	36036	36036	36036	108108
Additional Reform Activities: Specify (Supplies)	4620	990	990	6600
Pre-Implementation Activities	34320			34320
Total	145002	106214	104426	355642

Transformation Model

Name of Participating School:	Coolidge High School			
Strategies	Year 1	Year 2	Year 3	Total 3 Year Grant Amount
Recruiting and hiring building principal	17688	12502	8872	39062
Teacher and principal evaluation systems				
School leader, teacher and other staff rewards for increasing student achievement and high school graduation rates				
Process for removing school leaders, teachers and other staff that have not after ample time increased student achievement and high school graduation rates				
Ongoing, high-quality, sustainable job-embedded professional development aligned with instructional program	35242	38726	38726	112694
Incentives, career growth and flexible work conditions designed to recruit, place and retain transformation staff				
Identify and implement an instructional program aligned to state academic standards				
Assessment data review and analysis	36582	36582	36582	109746
Data systems				
Increased learning time for students	26532	26532	26532	79596
Ongoing family and community engagement	26130	26130	26130	78390
Reading Interventions (RTI)				
Math Interventions (RTI)	73164	73164	73164	219492
Additional Reform Activities: Specify (Supplies)	9380	2010	2010	13400
Pre-Implementation Activities	69680			69680
Total	294398	215646	212016	722060

Section A: LEA Readiness

Interest

Coolidge High School and Hohokam Middle School are two of the oldest and most traditional schools proudly serving the town of Coolidge for many generations. Coolidge High School, (CHS) and Hohokam Middle School, (HHK) serve some of our lowest socio economic student population in Coolidge. Research supports a direct correlation between socio economic status and student achievement, or lack thereof. Our historic lack of satisfactory student achievement at HHK and CHS based on socio economic status, high teacher and administrator turn over and lack of successfully passing a district override are no longer reasonable reasons to not expect high student achievement on both campuses. We strongly believe implementing a transformation model of school reform at both campuses will result in significant increased student achievement. The transformation model will dramatically increase student performance because it will support us with job embedded professional development, a transparent and equitable evaluation model and most importantly, sustainability at both campuses. The administration and staff at both campuses recognize our lack of performance and are receptive and more than ready to implement necessary systems that will bring about the exciting changes in store for our staff and students.

Systematic Approach

Coolidge Unified School District (CUSD) is a unified school district consisting of 7 different campuses, four schools in the Coolidge community and three schools in the San Tan Valley. A district office of five different directors provides systematic support to the teachers and administrators at all seven campuses.

All seven campuses are staffed with highly qualified teachers, support staff and at least one administrator. Depending on the size of student population at each campus, some campuses are also staffed with an assistant principal. All seven campuses are staffed with a reading interventionist. Additionally, support for our special program students is given through our Migrant Education Program Interventionist and English Language Learner Interventionist.

CUSD student enrollment figures indicate a population of over 3700 students for the 2013-2014 school year with variations for the mobile population. The enrollment summary indicates that district-wide the grade level and demographic breakdown is: 1.2% Asian, 10.7% Black or African American, 33.1% Hispanic, 15.8% American Indian, and 39.2% Caucasian. The percentages of these populations varies across the district due to geographical boundaries. Over half (57%) of the district's enrolled students are located within the schools found in the Coolidge area. This remains somewhat consistent as the enrollment at Hohokam Middle School and Coolidge High School account for 56% of the enrollment for their grade levels. However, the percentages of each ethnicity located in Coolidge are quite varied: 23% of the total Asian enrollment; 55% of the total Black or African American enrollment, 70% of the total Hispanic enrollment, 82% of the total American Indian enrollment, and 38% of the total Caucasian enrollment.

In the San Tan Valley middle and high schools the American Indian population amounts to only 52 students out of an enrollment of 880 (less than 6%) while that same ethnicity in Hohokam Middle School and Coolidge High School adds up to 285 students out of a total 1272 (22.4%). In addition, over 70% of the district's English Language Learners are found in the Coolidge area schools. This cultural discrepancy is a contributing factor to the achievement gap.

The demographic breakdown for the two schools identified as priority schools and eligible for this grant is as follows: Hohokam Middle School - 0% Asian, 8% Black or African American, 36.6% Hispanic, 30.4% American Indian, and 24.9% Caucasian. Coolidge High School has 0.4% Asian, 11.2% Black, 40% Hispanic, 22.9% American Indian and 25.5% Caucasian.

The teacher characteristic breakdown is shown below:

Years of Experience	HHK	CHS		Educational Background	HHK	CHS
1-5	41%	44%		BA	53%	53%
6-10	24%	23%		MA	47%	37%
11-15	12%	6%		Doctorate	0%	10%
16 +	23%	18%				

The first step in a successful school turnaround effort is ownership of your school data. As a result of the following climate and cultural changes to reflect on our data we have:

1. Completely changed all administrators at both campuses and our new site based leadership now has a much greater understanding of data analysis and direct student achievement.
2. Implementation of Year 2 of TAP (Teacher Advancement Program).
3. Conducted a needs assessment that revealed a need for improving family engagement and community partnerships. As a result, we have created a Director of Community Partnerships and Professional Development at the district level, effective with the 2014-2015 school year.

For all of these reasons and countless other subtle shifts in the culture, values and beliefs on both campuses, we are ready to not just own our data, we are ready to dramatically act on our data.

Desire for Change

A frequent saying that will be echoed among the returning school staff at both Coolidge High School and Hohokam Middle School is *"data talks, everything else walks"*. It is time for all of us, from the support staff, the classroom teachers, and administration at both the site and district

level as well as the School Board to listen to and use our data to dramatically impact student achievement. We are more than prepared to make the necessary changes to our systems that will result in increased student achievement. However, we recognize that this will not just be on the shoulders of bold actions, it will also be combined with implementing all tenets of the transformation model of school reform with fidelity. With the new district and site leadership as of the 2014 school year, the conditions are currently optimal to effect change for these two schools, in conjunction with the full support of our School Board. Most importantly, we need to make these necessary changes to raise student achievement for our students and community. When you expect more, you get more. From the long standing families in our community to the leading stakeholders, the expectation is ripe to expect more and act on it.

Barriers

Our community has wanted higher student achievement for many years. A variety of attempts have occurred over the years to enact positive change at these schools but we have identified the following barriers that have impeded these efforts to date:

1. The greatest barrier has been stakeholder buy-in. Administrators, both at the district and site levels, have not remained long enough to bring about necessary change, thus teaching staff did not follow through with initiatives. The district has had three different superintendents during the past 5 years. Coolidge High School has had four principals during that same time, and Hohokam Middle School has had three different principals. Because of these constant changes and the lack of strong, stable administrators the staff did not embrace prior initiatives and were not held accountable for consistently implementing them.
2. The lack of systemic accountability has been an additional barrier. Administrators have not been accountable for implementing initiatives with fidelity. The changes in administrators often ended up with previous initiatives being tossed aside and replaced with their own initiatives. Past administration did not have any experience in their positions and therefore no history with the hard work required with enacting systemic change. Because of this lack of strong and stable administration, teachers have not been accountable for following the district curriculum or managing instructional materials.
3. Communication between the schools and some populations create an additional barrier. Parents, especially of the Hispanic and Native American students, often do not receive the information sent out from the schools, and are not likely to visit the schools. Many homes, especially on the Gila River Indian Community do not have access to a computer for any web-based notifications. In addition, parent involvement is greatly reduced when students leave the elementary grades. Parents often feel intimidated by the school environment, staff and the complexity of the upper grades curriculum.

4. We also have significant barriers because of financial constraints. Our limited resources is the primary reason for our low base salary for teachers, which results in the added challenge of attracting and retaining effective teachers. Often we find that we secure strong first year teachers that stay for one or two years. We provide mentorship and training and they then move on to other larger districts with better compensation systems.

Under the current district and school leadership, many changes are happening. The current culture and administration is committed to enacting the changes needed for improved student achievement.

Past Turnaround Efforts

Several site and district initiatives have been implemented over the past several years. These include the “Brazosport Model” also known as “Plan-Do-Check-Act”, academic coaching, instructional calendaring, block scheduling, traditional scheduling, rewriting common curriculum, rewriting common assessments, and development of district benchmark assessments. The fact that so many initiatives have been undertaken, but never seen to completion, is the primary reason for the previously identified barriers.

Lessons learned from prior turnaround efforts have resulted in several changes that are now taking place and are starting to show some impact. The district office and both schools are under new leadership. The district has a new superintendent, new business manager, and new director for curriculum and assessment. Coolidge High School has a new principal, new assistant principal, and new guidance counseling staff. In addition, 50% of the teaching staff was replaced. For the upcoming school year 33% of the teaching staff is expected to be replaced. Hohokam Middle school replaced 42% of the teaching staff in 2014 and expects to replace 37% for the 2015 school year. This school will be collapsed with the 6th grade students remaining at their feeder elementary schools and the seventh and eighth grade students housed at a wing of Coolidge High School. This collapsed configuration is purposefully planned to make the most academic impact in a short time.

In addition to the other changes occurring during the 2014 school year, the district now operates a credit recovery program for students in grades 6 – 12. This program is designed to proactively identify students before their academic deficiencies become barriers to successfully completing middle and high school.

Continuous Improvement

CUSD is proud of the fact that we are the only school district in the state of Arizona that has simultaneously implemented two nationally recognized district-wide initiatives. These dual teacher effectiveness models are Teacher Advancement Program (TAP) and Educational Non-Verbal Yardstick (ENVoY) and are aligned with the transformation model. This bifurcated system will result in directly addressing the elements of effective instruction and classroom

management and eliminate the potential for confusion and/or duplication of efforts. It also ensures that these plans are not solely “notebooks on the shelf”, but living documents having impact throughout the schools. We ensure that all of our efforts are clearly documented in ALEAT and updated regularly. We have also applied for and participated in a rigorous systems wide analysis that has resulted in preliminary notice of district certification from AdvancED.

Support to Underperforming Schools

The district has historically adopted a site based leadership model with district level support. Under current district leadership, the district will continue to support the underperforming schools through data analysis assistance using our full time Data Specialist, professional development, and allocation of funds for program implementation. Most importantly, we have created a new Director of Curriculum position and a Director of Professional Development and Community Partnerships to build capacity that prioritizes our underperforming schools with proven effective evidence based strategies.

External Supports

The current district-wide initiatives engages the services of several external providers for critical purposes, all of which are focused on supporting implementation of the transformation model:

1. WestEd for Academic Parent Teacher Teams (parent engagement program);
2. The Wallace Foundation for SAM (School Administration Manager) for instructional leadership at the Focus schools;
3. A & J Consulting (ENVoY program), which provides ongoing, on site coaching to all teachers with their classroom management needs;
4. The National Institute for Excellence in Teaching for the TAP program district-wide; this initiative also provides additional annual compensation for all certified staff directly tied to performance;
5. Additional assistance comes from the Arizona Department of Education, School Improvement and Intervention Office.

Stakeholder Involvement

Stakeholders are involved in both district and site programs through information distributed publically and at Governing Board meetings, participation in parent information meetings, participation in site councils and participation in our Strategic Planning committee. With the awarding of these SIG funds additional stakeholder meetings will be convened to provide additional guidance for the programs involved. We have additional diverse stakeholder support from our Yaqui Partnership, Gila River Indian Community, Coolidge Youth Coalition, including “Not My Child” /substance abuse identification, and Coolidge Police Department. We are proudly looking forward to our future participation at HHK and CHS with the national anti-bullying program titled “Rachel’s Challenge” in the 2014-2015 school year.

Section B: LEA Commitment and Capacity

Stakeholder Buy-in

In January 2011, CUSD formulated an effective and comprehensive Strategic Plan. This plan continues to guide all district decision-making and serves as the overarching road map for student achievement. The Strategic Plan is a collaborative document, developed by staff, community and the school board. The three primary goals of the plan are: student success, staffing and community partnerships. A sub-committee for each goal was formed and each committee (balanced with membership from each stakeholder constituency) meets at least twice/year to review the goals and associated action steps, evaluating effectiveness and progress toward performance targets. Annually, the Strategic Plan is presented to the school board for review and progress updates.

Additionally, as part of Coolidge Unified School District's district-wide AdvancED accreditation, constituent surveys are sent to parents, staff, and strategically selected community members to elicit feedback related to district priorities and measure the effectiveness with implementation. In order to appropriately address the effective implementation of the required components of the transformational model selected for both Hohokam Middle School and Coolidge High School, additional survey questions will be wrapped into future surveys to measure our progress towards performance targets.

Operational Flexibility

With the support of district leadership, site principals have sufficient autonomy to operate instructional programs as needed to ensure fidelity of implementation to the district initiatives of TAP and ENVoY. Specific changes in practice and procedures can be clearly evidenced by the comprehensive implementation of these programs. Site principals develop cluster meetings, leadership meetings, and observation/coaching schedules to meet the unique needs at the individual school sites as evidenced by attached Leadership Team Log. Specific instructional strategies are field tested and targeted at individual sites to promote student achievement across curricular domains. Decisions are guided by comprehensive student/school data review and developed during weekly school leadership meetings.

For the 2014-15 school year, the site principal supporting CHS/HHK is implementing a modified block schedule for student instruction. This flexibility in scheduling is supported by district administration and the school board. Additionally, the site principal introduced the initial concept of housing both Hohokam Middle School and Coolidge High School on the same campus. The site principal and team researched the benefits and challenges associated with such second order change within a small community. Parent forums, staff presentations, and a presentation to the school board were made to involve all relevant stakeholders. Consensus at all levels was obtained prior to implementing such a significant change to the historical culture of the school.

Competency-Based Selection

District administration and the school board recognizes that ineffective site principals cannot continue to lead the charge for school reform and maximized student achievement. To this end, three principals were non-renewed at the end of the 2012-2013 school year, based on a comprehensive review of student data and risk-factors associated with stagnate student performance. Selection of a new principal at Coolidge High School for the 2013-14 school year was only approved after extensive recruitment and interviews (multi-tiered) were completed. The interview targeted specific areas that were non-negotiable in terms of a successful candidate for a turnaround school. This principal was hired with the explicit direction that turnaround was an expectation. Preliminary data from both standardized and criterion referenced measures strongly suggests that student achievement at Coolidge High School is on an upward trend. Results from recently released AIMS data indicate a significant increase in student achievement in both reading and writing, when compared to 2013 test data. Specifically, the number of students who either met or exceeded the reading standard increased by 13%. Those students who either met or exceeded the writing standard increased by 12%. For this reason, and at the high school site principal's urging, both Hohokam Middle School and Coolidge High School will be housed on the same campus with a single site principal.

Inherent in the TAP system is a performance based principal evaluation system as evidenced in the TAP Implementation Plan. As the 2014-15 school year begins, the district will be in the third year of TAP implementation. The principal is evaluated on a variety of levels and with a variety of measurement tools. Twice a year the principal is video-taped conducting a leadership meeting at their school. That tape is then independently evaluated by qualified staff at Arizona State University (ASU) and a quantitative score is provided, along with specific feedback in the form of a reinforcement and refinement goals. Additionally, performance pay is based on pre/post survey data completed by staff and the superintendency. Finally, the principal's performance pay is determined by overall school performance, as demonstrated by student achievement on state standardized testing. All three components are combined and form a total weighted score (as calculated by ASU) for performance payout.

Teacher Effectiveness

All certified teachers are evaluated using the TAP Evaluation System. Similar to the principal evaluation, a variety of indicators are utilized to assess teacher effectiveness for performance pay and retention in the district. A minimum of four evaluations (covering four domains and 19 instructional indicators) are conducted and during the 2014-15 school year, three of those evaluations will be unannounced. In addition to formal evaluations, teachers are required to fulfill specific responsibilities (e.g.: attendance at weekly professional development and completion of Individualized Growth Plans), and evidence of substantive student growth, as demonstrated on AIMS assessments. Performance payouts are weighted and differentiated based on the percentage of increased student achievement.

If a specific teacher skill set is determined to be unsatisfactory, many support opportunities are available for improvement: individual coaching from master/mentor teachers in the building, co-teaching with master/mentor teachers, observation of teachers with effective skill sets in the targeted area, and modeling of the skill set in the teacher's classroom by a master/mentor teacher. If continued concern is demonstrated the site principal may choose to place the teacher on an improvement plan, delineating specific changes that are needed with measurable timelines for evidence of completion.

In addition to the above opportunities, new teachers are provided a four day induction program prior to the start of school. Beyond sharing of traditional compliance and procedural information, teachers are fully trained in the implementation of both TAP and ENVoY. Both external and internal coaches provide the additional support to ensure seamless success in the classroom to improve student achievement and most effectively meet the needs of students in the school.

Teachers are supported, based on teacher evaluation data, through a variety of professional learning venues. They attend weekly targeted professional development meetings ("cluster") and then are observed incorporating the newly learned skill the following week. Specific feedback is provided a master/mentor teacher in a timely fashion to maximize adult learning. Additionally, ten district sponsored professional learning events are organized throughout the year, allowing for teacher choice while simultaneously providing more strategically targeted needs at the individual sites.

Built into the TAP system, there is a comprehensive design for career growth and financial incentives for pursuing increased leadership responsibilities. Career teachers can become mentor teachers and subsequently master teachers and earn stipends ranging from \$4,000-\$7,000. Both TAP and ENVoY encourage career teachers to train and become building coaches and eventually district trainers to promote sustainability without external resource dependence.

Instructional Infrastructure

Both CHS and HHK have curriculum that is both vertically and horizontally aligned to the Arizona College and Career Readiness Standards (ACCRS). Using federal Race to the Top funding, the Coolidge Unified School District participates in a county consortium (facilitated by the Pinal County Superintendent's Office) that provides a comprehensive and peer evaluated computerized library of lesson plans that align with the ACCRS. Additionally, the district administers Galileo benchmark assessments three times/year to assess the trajectory of student progress. This assessment is directly aligned to mastery of student learning following content presentation. Less formal weekly "mini-assessments" from the Galileo library are also used/created to facilitate more real time feedback on student performance.

The district data specialist assists individual sites in aggregation and disaggregation of data to provide information in a more meaningful way to teachers.

Through the TAP model, teachers meet in structured professional learning groups, referred to as "cluster" groups more deeply analyze data collected at the school, classroom and individual student levels to guide decision-making throughout the year. Documented evidence supports that cluster grouping is both heterogeneous and homogeneous in nature, allowing for both department/grade level teaming and cross-content/multi-level grade teaming. Collaborative and deep data analysis leads to development of specific instructional strategies that assist in remediation of struggling students with meeting the standards. These strategies are carefully modeled during cluster, with frequent meta-cognitive "step outs" and "talk alouds" to explain the purpose and execution more in depth. Teachers are then given supported opportunities to implement the strategies in individual classrooms. Career teachers work directly with both master and mentor teachers to decide the type of follow-up that is most conducive for individual adult learning styles. Effectively differentiated and personalized professional support for career teachers is the end result.

As part of the summer planning, site leadership teams attend a three day training, called the TAP Summer Institute. Part of this learning time is spent evaluating previous year school goals, analyzing both successes and areas of continued challenge. Additional time is devoted to development of new goals to substantially and meaningfully raise student achievement. During the 2014-2015 school year, schools will be directed to develop two site goals--one in the area of reading/language arts and one in the area of math. Specific and measurable exit performance targets are expected for both.

An Intervention Planning Team (IPT) is utilized at each school to formalize the process to strategically assist struggling students. Evidence supports the utilization of the Response to Intervention model at each site and the tiered identification of students' degree of need for assistance. Specific intervention plans are developed for each student, with incrementally scheduled team follow-ups to monitor progress and adjust plans as needed. One IPT member from each school serves on a district RTI team to share successes and challenges, as well as resources for Tier II and Tier III interventions. This group is led by the District Professional Development Director.

Model Implementation

The Coolidge Unified School District has selected the transformational model of turn-around for both Coolidge High School and Hohokam Middle School. The district is committed to review and revise existing practices and policies to fully implement this model with fidelity. Specifically, the district and school board are supporting the needs of each school by:

1. Replacement of Site Principal/Site Leadership as sited earlier.
2. Implementation of TAP and ENVoY, both compelling models used to evaluate instructional effectiveness. These systems demand utilization with fidelity and evaluators are trained using nationally recognized and research based norms for excellence in each model.

3. Identification of staff who demonstrate increased student learning. The TAP model includes the practice of performance pay, which clearly delineates the steps necessary to receive additional financial incentive directly tied to student achievement.
4. Embedded professional development: both TAP and ENVoY provide multiple authentic opportunities for professional development during the school day. TAP cluster meetings take place during the contract day, as does the ENVoY coaching session(s) within the selected teacher's classroom on a real time basis.
5. Use of data to inform decision-making and guide instruction: The use of data is central to the successful implementation of TAP and ENVoY. While TAP reviews data points each week, ENVoY reviews data on a monthly basis.
6. Additional site needs:
 - both schools will be supported with the transition to modified block scheduling during the 2014-2015 school year;
 - to assist the significant population of Native American students on both campuses, the district has strengthened ties with the Gila River Indian Community (GRIC) to increase cultural awareness and behavioral counseling challenges currently experienced at each school;
 - support for improved student/staff technology has been identified as a district priority and will be strategically addressed to maximize resources.

Evaluation

Through continued use of the TAP and ENVoY models for student achievement, the district has developed a data-base for longitudinal comparison purposes in order to monitor and assess the overall performance of students over time. Each year, ENVoY data is summarized and reported to all stakeholders, including the school board. This comprehensive evaluation system provides invaluable information regarding the number of instructional days lost due to ineffective classroom management and low student engagement in cognitive questioning. TAP also employs a year-end summary system of overall student growth by school. Other evaluation systems are in place to evaluate the effectiveness of the transformational model. For example, weekly administrative walk-through observations are tracked to gather school trends on performance, classroom/benchmark assessments are given intermittently throughout the year by the teacher of record in each subject area and student discipline logs are recorded and tracked by the administration on a monthly basis. While the collection and analysis of discipline logs may be more beneficial to analyze classroom management and successful implementation of ENVoY strategies, classroom and benchmark assessments will be critical in analyzing the effectiveness of TAP instructional strategies. Administrative walk-throughs, albeit informal in nature, offer valuable information regarding implementation of both models.

Evaluation timelines are inherent within each model. For the TAP model, evaluation timelines coincide with the completion of each quarter. ENVoY timelines are monthly in frequency. Both the site principal and the district Director of Staff Development share equal responsibility for adherence to these established timelines.

In the event that data does not indicate that the desired targets have been met, the site leadership team will meet, in conjunction with district support, and discuss appropriate and immediate plans for mid-course corrections.

External Providers

Extensive research was conducted before selecting the TAP and ENVoY initiatives within the Coolidge Unified School District. Initially, Arizona State University (ASU) approached the District to participate in their nationally recognized Teacher Advancement Program. Teachers were surveyed at each site and an 80% initiative support rate was required to be considered for program acceptance. External providers are staff members of the ASU Educational College. Review of other Arizona district performance transformations and partially funded grant participation were key factors in the District's decision to select TAP.

ENVoY, a nationally and internationally recognized model, was new to the state of Arizona. The external providers conducted single day workshops at a single school to assist in determining the compatibility and possible benefit to CUSD. A decision to pilot the program in the 2012-2013 school year at two different sites provided the authenticity of data needed to expand the program to every site during the 2013-14 school year. External providers have been personally trained by the creator of the ENVoY model and have many years of experience as successful educators, as well as trainer/coaches.

In order to monitor the work of the external providers, the district meets with the providers at least two times/month to review progress, ensure continued use of the models with fidelity, continue meeting the needs of staff/students. Detailed contractual language provides specific procedural steps to terminate services mid-course, should the need arise from either party involved and/or systemic review of data fails to not support ongoing effectiveness.

Alignment of Resources

CUSD has made significant financial and human resource commitments to effectively meet the needs of these implementation models and the other required parameters to effectively implement the transformational model at CHS and HHK. District leadership met to seriously consider the implications of prioritizing these resources for school reform. All funding sources that are site eligible were considered and utilized when developing this plan. Specifically, funding from Title I, Title II, Title III, Title VII and IDEA were utilized to bring these models into the school sites. Reduction of district office staff and "non-essential" staff members were also part of the indirect funding process. Finally, reconfiguration of existing positions was made to allow for more effective support of the model. For example, a single principal is going to provide oversight for both campuses and a current district administrator was redeployed to serve as a Director of Professional Development to support school needs in this area.

Fiscal Capacity

In order to effectively manage funds in accordance with applicable Federal/State statutes, regulations, program plans, and the General Statement of Assurance to ensure compliance, several district office staff have been given the responsibility for oversight. The District Superintendent has 7 years of experience in this position and holds a Certificate of Completion from AASBO. The Director of Business Services, prior to starting her position in the district, worked for a well-known educational auditing firm. The Director of Curriculum holds an administrative certificate in curriculum and instruction and has attended many hours of training, specifically as it relates to budgetary and fiscal responsibility.

All funding decisions are made with reference and alignment to the District Strategic Plan and District Continuous Improvement Plan (LSCIP). Each prong of these plans significantly impact student achievement, as demonstrated by careful expenditures of sufficient resources, including time, personal, funding and technology. Budget updates are frequently provided at monthly school board meetings and meeting summaries are posted on the district web-site for stakeholder review.

Sustainability

In order to build sustainability to continue school improvement once the grant is no longer available, the district is committed to the following:

1. In-house succession planning--building career teachers into future building leaders.
2. AdvancED Accreditation--utilizing the pillars of AdvancED to push continuous school improvement at each site.
3. Trained Coaches/Trainers for ENVoY---using grant dollars to shift the expertise from external providers to employees that have been comprehensively trained to serve as effective ENVoY coaches and trainers for the future.
4. 301 Performance Pay--re-examination of the current practice/protocol for 301 career teacher pay distribution and tie it, instead, to performance based on student achievement and staff evaluation, mirroring the current TAP performance pay model.
5. Creating a culture change, crafting policies and procedures will allow for the reduction or elimination of personnel, programs or professional development to continue sustained improvement efforts.

Section C: Needs Assessment

Current Conditions

CUSD has recently employed a new superintendent who has experience with underperforming schools. The new superintendent has created a district leadership team that carries forward the vision and mission of the district. The CUSD vision, mission and goals are the cornerstone of the decisions, strategic planning and process for change.

All site leadership teams share this same mission and vision with their sites/responsibilities. The district leadership team supports the site based leadership teams with a strong, positive professional culture that fosters learning by all educators and students. This includes sharing and distributing responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system such as curriculum, instructional materials, pedagogy, and student assessment.

CHS leadership is the epitome of a strong team that holds high expectations for all, uses evidence in data and observations with decision making, collaborates with all stakeholders and believes that every student is achieving. The site principal and leadership team have created a professional culture that includes reflection, timely and specific feedback that improves practice, and support for continuous improvement toward their vision and goals for all students as outlined in their (SCIP) School Continuous Improvement Plan in ALEAT. The site leaders have engaged their staff in continuous inquiry about effectiveness of curricular and instructional practices and work collaboratively to make appropriate changes that improve results.

CUSD 2014 AIMS data shows the district that CHS as a direct result of its new site leadership team has begun to turnaround and transform the student achievement. This same data was critically examined by a team of CHS stakeholders which recognized a shift in culture and accountability for teachers and students under the supervision and leadership of the new administration team.

Current conditions at HHK are in transition, after many long and thoughtful hours with active participation from the community and CUSD employees, the stakeholder decision has been made to collapse HHK. This decision was not made easily and was heavily researched with parent, student and employee input. There were three goals in mind when considering this option, overall student achievement and teacher effectiveness, current perception of HHK (underperforming academically and student management issues), and to restore the academic and social integrity to HHK.

CHS and HHK will now operate with the school within a school model where the staff of both schools will collaborate in combined content focused weekly cluster professional development sessions and combined department and staff meetings. Current school ratings at both schools of a "D" and the new status of Priority has made the district think creatively to impact student achievement and teacher effectiveness. This is a strategic and purposeful solution to a growing problem of negative school climate and culture. As a district, we believe this move will improve student achievement, teacher effectiveness, student and staff accountability and community relationships.

Using a stakeholder survey of staff, parents, and students Coolidge Unified School District has also adopted a modified year round school calendar for the 2014-2015 academic year.

This newly board adopted calendar will allow CUSD to offer intersessions at Fall and Spring Break as well as provide a summer school that will lessen the loss of learning for our struggling students and add additional instructional time. Specifically at CHS and HHK, additional instructional time has been added into the bell schedule and they will both operate under a block schedule. Doing so will afford them the opportunity to increase intervention for students below proficiency in math. Students in the bottom quartile in math will now have two sections of math for additional support and intervention. Currently our bottom quartile in reading at both HHK and CHS participate in additional reading support. At the middle school this additional reading time impacts 13 % of the population and at the high school this is 9% of the population.

The TAP evaluation rubric, adopted by CUSD, examines teacher performance and it is measured by the skills, knowledge and responsibilities a teacher exhibits as evaluated during classroom observations; the value added gains the teacher produces in his or her classroom's achievement; and the value added gains the school produces in student achievement. Therefore, the effectiveness of the teacher is determined by the teaching process and the teaching outcomes. Utilizing the district TAP Rubric with a scale of 1-5, (1 being unsatisfactory and 5 being exemplary), the teachers of CHS average a score of 2.64 and the teachers of HHK average a score of 2.84.

Additional data from the observations of A & J Educational Consultants, the district ENVoY coaches, indicated a loss of instructional time due to lack of fidelity in the implementation of the ENVoY classroom management model. For the 2013-2014 school year HHK lost 30 days of instructional time under the rotation of site principals. This loss of instructional time impedes academic achievement, which influences the dropout and graduation rates as well as assessment results. Meanwhile, CHS maintained fidelity with their current site principal, in which observational data reports teachers lost 4 days of instructional time.

Attendance and discipline data at both sites show us that we have a range of average monthly attendance at 84% to 95% at the high school and 88% to 95% at the middle school and that at the high school the average monthly incidents reported range from 25 to 139 while at the middle school the range is 0 to 67. The violations at CHS and HHK center on disrespect and tardiness.

Student Performance

Multiple data sources are utilized to indicate and analyze our student performance. Please see attached data that represents our data by performance, individual subgroups and content areas.

In summary, assessment results show sporadic improvements which do not continue across the years as leadership changed from the site and district level continuously. Concentrated efforts have not been developed to reach a level of sustainability which demonstrates consistent and acceptable student achievement growth.

Primary Concerns / Root Causes

Using the summary of findings from the LEA & School Self-Readiness Assessment, there are several areas of concern the teams have identified. The four areas showing the greatest need to be addressed are:

Intervention 3: Additional Instructional Time while the LEA has addressed the need of additional instructional time with the modified year round calendar, extending the instructional time with the new bell schedule and the implementation of block schedule model. These changes will increase the additional intervention time needed and it is hoped that SIG funds will provide additional tutoring in intersession, afterschool and in the summer. Additional time for instructional leadership will also be gained by CHS and HHK leadership participating in the SAM program.

Intervention 4: Strengthen Instructional Program Based on Student Need is hoped to be addressed by adding math interventionists to increase the targeted skill specific interventions to all of the students in HHK and CHS. The added math time in the block schedule will benefit students when a highly qualified math specialist/interventionist is working with our bottom quartile students.

Intervention 5: Data Informs Instruction is hoped to be addressed by increased training in the Galileo system to better develop formative assessments and common assessments aligned with the Arizona College and Career Readiness Standards. We will enhance strategies on how to monitor, collect, analyze and disaggregate formative and summative achievement data to make informed decisions for all student populations and how to communicate to our stakeholders the importance of the data and the site plan to increase achievement.

Intervention 7: Engaging Families and Communities is hoped to be addressed by having a Family Involvement Specialist to increase and establish procedures for fostering community relationships to assist with the improvements needed within CHS and HHK. This will be measured by an increase in community participation in skill specific events meant to increase student achievement and with improving site communication between the diverse cultures and sub populations of the high school and middle school. First responder training from the SAM program will increase the communication to stakeholders of the priority on instruction.

It is the strong belief of Coolidge Unified School District that all seven turnaround principles can be addressed with this comprehensive examination of needs and additional benefits of the transformation model chosen to turnaround the student achievement as well as the funding applied for in this School Improvement Grant.