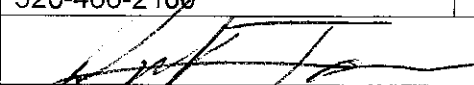
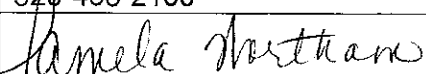
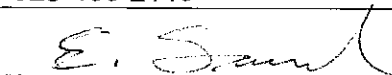


## Part I: Application Information

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.)

<b>LEA Name:</b>	Eloy Elementary School District #11		
<b>Mailing Address:</b>	1011 N. Sunshine Blvd Eloy, AZ 85131		
<b>CTDS #:</b>	110411000	<b>Entity ID #:</b>	4448
		<b>NCES ID#:</b>	0402790
<b>Superintendent:</b>	Ms. Ruby James		
<b>Mailing Address:</b>	1011 N. Sunshine Blvd Eloy, AZ 85131		
<b>Telephone #:</b>	520-466-2100	<b>Email:</b>	Ruby.james@eloyesd.org
<b>Signature:</b>			
<b>Program Contact Person:</b>	Pamela Wortham		
<b>Mailing Address:</b>	1011 N. Sunshine Blvd Eloy, AZ 85131		
<b>Telephone #:</b>	520-466-2100	<b>Email:</b>	Pamela.wortham@eloyesd.org
<b>Signature:</b>			
<b>Fiscal Manager:</b>	Edward Saucedo		
<b>Mailing Address:</b>	1011 N. Sunshine Blvd. Eloy, AZ 85131		
<b>Telephone #:</b>	520-466-2146	<b>Email:</b>	Edward.sauceda@eloyesd.org
<b>Signature:</b>			
<b>Total LEA Request:</b> 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.			
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
\$879,419.85	\$879,419.85	\$859,419.85	\$2,618,259.55

**Please note:** If the grant is approved, funding will not be 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 #
Ruby James	Implementation, Monitoring, and Sustainability, Fiscal Management	Ruby.james@eloyesd.org	520-466-2100
Edward Saucedo	Implementation, Monitoring, and Sustainability, Fiscal Management	Edward.sauceda@eloyesd.org	520-466-2146
Pamela Wortham	Implementation, Monitoring, and Sustainability, Fiscal Management	Pamela.wortham@eloyesd.org	520-466-2104

#### Schools to be Served

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

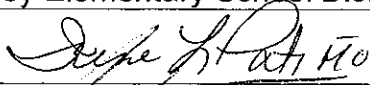

- Eligible schools where the need and potential for dramatic growth is recognized (lowest performing schools).*
- Eligible schools that, with the right investments, can serve as learning labs for the LEA to pilot and implement practices that could eventually have system-wide impact.*

School Name	NCES ID#	Priority	Selected Intervention Model (Include Requested Amount per School for YR 1)			
			Restart	Closure	Transformation	Turnaround
Curiel Primary	040279000207				X	

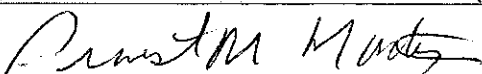
**Section C: LEA and School Information and Signatures**

(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:	Eloy Elementary School District #11
School Board President Signature:	
Superintendent Signature:	

**School Information & Signatures**

Site #1 Name:	Curiel Primary		
CTDS #:	110411103	Entity ID #:	103
Principal Name:	Ernest Montijo		
Telephone #:	520-466-2120	Email:	Ernest.montijo@eloyesd.org
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?		YES	NOX
Principal Signature:			
Site #2 Name:			
CTDS #:		Entity ID #:	
Principal Name:			
Telephone #:		Email:	
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?		YES	NO
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	NO
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 13<sup>th</sup> day of May, 2014, by and between Eloy Elementary School District #11 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:

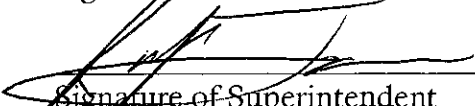
- ☒ Select a school leader using locally adopted competencies necessary to turnaround a SIG school.
- ☒ Complete and submit a Self-Readiness Assessment along with the LEA and School Continuous Improvement Plan annually.
- ☒ Develop and implement an LEA and School Continuous Improvement Plan that addresses 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.

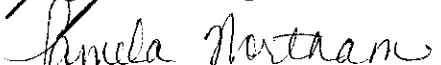
Mrs. Irene L. Patiño  
Name of Board President

  
Signature of Board President

Ms. Ruby James  
Name of Superintendent

  
Signature of Superintendent

Ms. Pamela Wortham  
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.

## Part II: Narrative

*Complete each of the following 5 sections of Part II: Narrative of the application. The total narrative may not exceed 15 pages (not including Improvement Plan Addendums and Three Year Budget Attachment). See the following questions below for specific details to include in each section.*

### Section A: LEA Readiness

In this section, describe the readiness of LEA leadership to engage in school turnaround efforts focused on achieving dramatic gains and strategically support the reform effort.

1. **Interest:** Based on your current knowledge of the selected intervention model(s), why is the LEA interested in implementing a School Improvement Grant?

**The LEA recognizes a need for a sense of urgency for Curiel Primary School.** The LEA is interested in and committed to implementing a School Improvement Grant because the school is in the lowest 5% of underachieving schools in the state, has received 3 D's in a row under the state accountability system, and is in need of rapid transformation. The LEA has had tremendous success implementing the Transformational model at another school in the Eloy Elementary School District. Based on the previous efforts, and successes, the leadership team analyzed the data and determined that the Transformation model would be successful at the Curiel Primary School. Not only will the school utilize the Transformation model, but the principal will be replaced with an experienced principal who was on the Leadership Team for the SIG implementation at Eloy Intermediate School. The LEA has the experience through previous implementation and understanding that significant changes are required in implementing the transformation model to dramatically increase student performance.

2. **Systemic Approach:** System ownership and change is critical to the sustainable success of school turnaround. Describe how the LEA and school(s) are organized; the characteristics of the student population as well as the teaching and administrative staff; and the climate, culture, values and beliefs that are part of the LEA and school(s).

**Organization:** Eloy Elementary School District #11 is a public school located at 1011 N. Sunshine Boulevard in Eloy, Arizona. It is in an economically disadvantaged area often called the "Golden Corridor", due to access to both Interstates Eight and Ten, nationally known as a drug trafficking area. Eloy Elementary is considered a rural school district, but due to Congressional boundaries, it is considered an urban region.

Curriel Primary School is a PK-3 school, located at 1000 North Curriel Street in Eloy, Arizona, serving 495 students. It is one of three schools in the district. Eloy Intermediate serves students in grades 4-6, serving 311 students, and Eloy Junior High serving 243 students in grades 7-8. Curriel in Eloy is an agricultural/travel/commercial center located along the growth corridor between Phoenix and Tucson.

The 2010 Census indicates: 29.81% of households in the city of Eloy live below the poverty level; 43% of children under 18 live in poverty; 53.5% of males over the age of 16 are not in the labor force; 84.1% are from a minority population; 64% of persons in District #11 speak a language other than English as their primary language.

According to the 2013 Arizona Department Commerce report, there is a 9.1% unemployment rate. Also nearby are two City of Eloy public housing sites.

**Student Population:** EESD student population is challenged with disadvantaged socio-economic backgrounds, below grade-level reading and math scores, and limited English proficiency. Over 96% of the students qualify for the free or reduced-price lunch program. 96% of the students are of a minority group, primarily Hispanic; 33% are English Language Learners, and 1% of the student population has qualified as homeless according to the McKinney-Vento Act. 15% of our students have an Individual Education Plan for SLD, ED or MIMR.

**Staff Teaching and Administrative Staff:** Curriel School Staff: includes 24 Highly Qualified Instructional Staff: 24 certified HQ teachers, and 13 FTE instructional support staff includes 16 Elementary classrooms, 3 SEI classrooms, 1 Physical Education/Health, 3 Specific Learning Disability, and 1 Remedial Education. This is approximately a teacher to student ratio of 1 to 23. All administrative staff holds a Master's Degree. The replacement principal has 16 years of experience as an educator. The LEA is confident that the replacement principal will successfully lead Curriel Primary School through the implementation of the Transformation model. He has continuously increased student achievement at the Eloy Junior High and has built a culture of respect and rapport with teachers, staff, and other stakeholders. Personnel demographics reveal 57% of instructional staff are white, 34% Hispanics, .04% Black, .04% Native American, and .04% Asian. Females comprise 91% of the instructional staff, 11% is male. Administrative staff is 100% Hispanics, 50% male, and 50% female. Support Personnel are 78% Hispanics, 11% White, 11% Black; 83% female and 17% male.

**Culture and Climate:** Every financial decision made in this district is based on the needs of our students. Eloy Elementary believes that our climate, culture, and shared values must all align to the vision of purpose. Our mission for the district is to provide friendly, courteous and professional service to our staff and community. We are dedicated to providing assistance to our schools by allowing the principals to act as the CEO of their schools. The LEA supports the schools and all departments in the acquisition of supplies and financial support to improve student learning and raise achievement. We seek to ensure that state, federal and local funds are utilized to meet our students, teachers, and administrator's needs. The LEA oversees all financial and personnel matters, implements Board policies, complies with state and federal laws, manages community and research programs, and make recommendations to the Governing Board. The District is committed to use all funds in a manner that gives maximum value for each dollar spent and satisfies the needs of our district, its teachers and students.

Our mission is to establish a culture of learning. The district is committed to offering ongoing academic excellence by providing an environment where teachers are respected and treated as professionals, fostering safe learning environments where students are held accountable for academic growth, creating a place where parents feel welcomed, valued, and respected as partners in their children's educational success, and promoting a belief system where all students embrace opportunities to become successful and productive citizens.

The values outlined above support dramatic turnaround as our beliefs lead to our actions, and those actions and decisions put students first. Our district is a close community of educators, with a hands-on LEA. We embrace the continuous improvement cycle and have ongoing data reviews with stakeholders to support decisions. Our systems have grown tremendously in the past few years. Implementing the Transformation Model at the Intermediate School built LEA capacity and put systems in place to support implementation of the transformation model at Curiel Primary School.

3. **Desire for Change:** Recognition of the need for change and willingness to create and implement a bold plan of action is essential to any turnaround initiative. Why do you believe the LEA is prepared for such bold action and what makes your LEA and school(s) ready and capable of dramatic change at this point in time?

All stakeholders acknowledge the need to take bold action, due to the reality that Curiel Primary School is a persistently low-achieving school in the bottom 5% of all schools in Arizona and has received a D three years in a row under the state accountability system. Because of these aggravating factors, we are in need of a dramatic change. All stakeholders, including the Governing Board, LEA, teachers, support staff, students, and parents are prepared to create and implement a bold plan of action to improve and sustain student academic growth. Based on previous success implementing the Transformation Model at Eloy Intermediate, the LEA feels it is ready and capable of making the significant changes needed to address low student achievement. Implementing the model at Curiel Primary School will help solidify the transformations already taking place at the LEA systems level, and bring about the systems changes needed at the school level; thus improving school performance.

4. **Barriers:** What are the barriers if any that may prevent you from supporting and ensuring implementation of the selected intervention model at the school(s) to be served?

Although resistance to change is common and could be perceived as a barrier, we are confident that we can minimize this barrier by re-assigning a principal who has successfully fostered a culture of collaboration and has successfully implemented improvements that have led to increased student achievement. The School Governing Board support is already in place, and evidenced by their previous backing of the transformational changes needed at the Intermediate School. Due to our district-wide commitment to meeting the needs of all students, and the urgency for change, we will take a proactive approach to preventing all potential barriers that would keep us from ensuring successful implementation of the Transformation model.



Retaining and recruiting staff is an issue. Eloy is located between Coolidge and Casa Grande, cities with larger and denser populations. Both cities have a greater applicant pool to fill positions. In addition, they have starting salaries that are significantly higher than EESD. Therefore, the LEA must rely heavily on encouraging and supporting our teachers through the use of mentoring programs, relevant and targeted professional development, and specific professional growth plans for teachers who are struggling. The sense of family and community that we foster is a strong retention factor.

**5. Past Turnaround Efforts:** Has the LEA participated in any other turnaround initiatives? If yes, what limited the success of the turnaround effort or what did you learn (briefly) to apply to these efforts?

The LEA previously participated in other turnaround initiatives. After implementing a successful SIG initiative at Eloy Intermediate School, we learned that in order to implement the Transformation model at Curiel Primary, we need to have a strong commitment from stakeholders, provide the principal with flexibility of operational systems, recruit and retain highly qualified teachers, and invest in a comprehensive data management system. Additionally, the LEA will be committed to fiscally managing funds and programs, provide effective and ongoing professional development, and support Curiel Primary in offering an incentive system for recruiting, replacing and retaining highly qualified staff. Having these as “lesson-learned,” we have made a commitment to have these in place to ensure success of the implementation of the Transformation Model at Curiel Primary School. Data analysis assisted the LEA and Leadership Team in prioritizing targeted areas at Curiel Primary that needed to change. The LEA and the leadership team determined that academic improvements at the Intermediate School were directly related to implementing Transformational strategies, and came to the conclusion that it was imperative to implement transformational strategies at Curiel.

**6. Continuous Improvement:** How does the School Improvement Grant opportunity align with the LEA and school(s) overall Continuous Improvement Plans?

After the leadership team reviewed the CIP and the SIG, they found that the goals were closely aligned. Both the Continuous Improvement Plan and the strategies required by the Transformation Model share the goals of: 1.) commitment of all stakeholders; 2.) strong leadership; 3.) highly qualified teachers; 4.) data driven decision making; 5.) utilizing a data management system; 6.) implementation of ongoing relevant job-embedded professional development; 7.) flexibility of operational systems; 8.) a rigorous curriculum based on the Arizona Career and College Readiness standards.

The overarching goal of both the CIP and SIG is to raise and sustain student achievement for Eloy Elementary School District students. Examples of specific strategies and action steps that illustrating alignment of the CIP and the SIG include:

- Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community.
- Leadership uses the teacher and principal evaluation system to drive its professional development and growth.
- Use of instructional resources (both core and supplemental) are aligned to each other and the Arizona Common Core Standards.

- Instructional time in core academic subjects is maximized through extended learning time and addresses achievement gaps.
- Additional assistance is provided for low-performing students in the classroom and/or out-of-school time programs.
- District and school-level formative, interim/benchmark and summative assessments are utilized frequently to analyze data and guide instruction.
- Family engagement strategies are focused on increasing student achievement.
- Communication strategies are culturally and linguistically appropriate.

**7. Support to Underperforming Schools:** Does the LEA currently have a system in place to provide additional support to underperforming schools? If yes, what are the most significant ways your LEA prioritizes and supports underperforming schools?

The LEA has a system in place to provide additional support to underperforming schools. The LEA allocates limited additional funding based on principal, teacher, and student needs. Specific support actions for the lowest performing schools include re-assigning a strong successful principal to the neediest school, providing additional LEA time and resources, as well as ensuring increased communication and accessibility of technical assistance as needed. With the inadequate and limited funding and budget constraints, the LEA struggles to meet all requests, but we prioritize and support the underperforming school in our district by utilizing a process that examines principal recommendations, needs assessments, parent surveys, evaluation systems, and researched-based practices.

We recognize that cooperation and communication of successful strategies district wide is one of our best resources. Providing the services to lower-performing schools that support peer coaching and teacher collaboration are things we currently have in place, and that will be utilized to effectively implement the Transformation Model.

The LEA team has worked the past few years on building a strong foundational understanding of evidence-based teaching and learning strategies. We have built our capacity to identify instructional strengths and weaknesses by doing observational walkthroughs with ADE staff, as well as through mentoring provided by NISL and AZ LEADS. This expertise is provided to all schools in our district, with a more concentrated effort on those with highest needs.

**8. External Supports:** To support the schools that have been identified to be served, does the LEA currently partner with any external providers for critical purposes (such as data usage, talent recruitment, professional development or mentoring)? If so, briefly describe their role and how they will align to the proposed implementation plan.

The Eloy Elementary School District (EESD) values external support and welcomes opportunities to collaborate with partners. ATI/ Galileo helps EESD identify student needs and guide instruction. The following entities have provided EESD with professional development: Arizona Department of Education (Andrew Chen and NISL), Pinal County ESA and Simple K12, and we will continue to rely on these partners to support us in the implementation of the School Improvement Grant for Curiel Primary School. Andrew Chen will help improve instruction, curriculum and assessment. NISL will provide leadership development to help build capacity and sustain improvements.

Pinal ESA and Simple K12 will provide professional development and mentoring in common core, classroom management, technology integration, and best practices. Arizona Department of Education will provide professional development, mentoring, technical assistance and support for programmatic needs, The Leadership Team will participate in the National Institute for School Leadership Program to provide leadership development to help build capacity and sustain improvements.

EESD uses local universities, newspapers and social media to recruit talent. EESD will continue to utilize these services to recruit highly qualified professional staff. EESD provides internal mentoring and will continue to work with ADE and Pinal County ESA for mentoring support throughout the SIG implementation process. These services, and those afforded by the School Improvement funds will align to the CIP and the strategies of the Transformation Model.

9. **Stakeholder Involvement:** Describe how you have consulted with relevant stakeholders (school board, parents, community members, teachers, etc.) regarding the LEAs application as well as how you have made the stakeholders aware of the performance of the school(s) for which the LEA is applying. How have the stakeholders been involved in the improvement planning to date?

The LEA has taken steps to communicate to all stakeholders, including the Governing Board, teachers, staff, parents, and community members, about the LEA's intent to apply for the School Improvement Grant and the performance of Curiel Primary School's grade under the A-F Accountability System through Governing Board meetings, parent meetings, parent notification letters, and local media.

The LEA and Leadership team met with all stakeholders and conducted a SWOT Analysis to assess the current systems and identify needs and barriers currently facing the school. The LEA and Leadership Teams are currently holding Parent and Community Forums to inform and educate the stakeholders in the school improvement process and the academic performance of Curiel Primary.

## Section B: LEA Commitment and Capacity

In this section, describe the commitment and capacity the LEA (School Board and LEA leadership) will take to support and ensure full and effective implementation of the selected intervention model.

1. **Stakeholder Buy-In:** What specific actions has the LEA taken or will take to increase buy-in and support from staff, families, and community members in order to implement the selected intervention model?

The LEA will take many steps to increase buy-in of stakeholders and include them in the decision-making processes, by utilizing an on-going effective collaboration and communication system that includes a representation of all stakeholders. Information will be distributed through email and written notifications to parents, informational hand-outs available at community and school events, and information distributed through website and local media.

The School Governing Board and community support is already in place, and evidenced by their backing of the transformational changes needed at the Intermediate School. Many parents have children that were positively impacted by the changes at the Intermediate School; these parents have rallied the support of other parents for the Transformation Model at Curiel Primary School. Letters of support are included in Attachment A.

2. **Operational Flexibility:** What specific actions has the LEA taken or will take to ensure flexibility, modify its practices, policies or oversight structures, outside of normal LEA constraints, if necessary to enable its school(s) to implement the interventions fully and effectively (e.g., flexible scheduling, principal autonomy over staff hiring/firing and placement, budget autonomy, teacher/union agreements)?

In 2011, the LEA and Eloy Elementary School District Governing Board established policies and procedures that enabled the Eloy Intermediate principal to fully and effectively implement the Transformation model. The LEA and Governing Board will support these same policies at the Curiel Primary School through the implementation of the Transformation Model. Specific changes that will take place through these policies include giving the principal operational flexibility and extending the learning time for students.

3. **Competency-Based Selection:** Effective leadership is an essential component of any successful turnaround effort. Based on the School Turnaround Leaders: Competencies for Success from Public Impact what actions has the LEA taken or will take to ensure the effectiveness of the school site principal(s) in overseeing the turnaround efforts?

The School Board supports the LEA in re-assigning a principal who has successfully fostered a culture of collaboration, and has led his school to increasing student achievement on a consistent basis. The LEA and stakeholders are confident that the newly assigned principal is committed to leading Curiel Primary successfully through the implementation of the transformational model. This principal possesses most of the competencies as outlined in the Competency-Based Toolkit for Turnaround Leaders. Below are a few of his strengths:

1. **Impact and Influence-** The principal engages in shared decision-making and ongoing communication with stakeholders to obtain the desired impact and accomplish goals.
2. **Team Leadership-** The principal motivates stakeholders through the articulation of a vision, mission, and goals. He promotes buy-in and commitment to the desired objectives and follows up to ensure consistency in the implementation of the programs and initiatives.
3. **Self-Confidence-** The principal meets challenges with confidence and expresses positive feelings about his ability to accomplish goals. He confronts others bluntly when needed and makes decisions in the best interests of the organization, despite dissension that may occur.
4. **Achievement-** The principal commits personal resources to improve achievement and takes risks to ensure the achievement of organizational goals. The principal is proactive in anticipating barriers, planning for contingencies, and conducting research.

The LEA will ensure the effectiveness of the site principal by utilizing a comprehensive, performance-based principal evaluation for retaining highly effective administrators. Other methods that will be used include LEA observations and bi-weekly team meetings with stakeholders to view student data generated by Galileo, DIBELS Next, and teacher-generated assessments.

4. **Teacher Effectiveness:** What actions has the LEA taken or will take to develop a strategy (prioritize hiring, evaluation, support for struggling teachers, recruitment and retention) to increase the number of highly-effective teachers in the school(s) implementing the selected intervention model? In addition, what actions has the LEA taken or will take to offer financial incentives to recruit, replace and retain staff with the necessary skills and/or offer rewards for school leaders, teachers and other staff who have increased student achievement and high school graduation rates?

Retaining and recruiting staff is a challenge; therefore, the LEA must rely heavily on encouraging and supporting our teachers through the use of mentoring programs, relevant and targeted professional development, and specific professional growth plans for teachers who are struggling. The LEA recognizes the importance of rewarding highly effective leaders and teachers. By implementing the Transformation Model, the LEA will offer a performance-based incentive plan, similar to the plan that was successfully executed at the Intermediate School, to recruit, replace, and retain teachers.

The LEA has an effective performance based teacher evaluation system in place. Comparisons of pre- and post-evaluations from the previous school year showed a significant improvement in teacher quality.

The LEA and Leadership Team has developed a walk through evaluation instrument that is utilized to evaluate specific components of high quality instruction based on Best Practices. Walkthrough Instrument feedback, analysis of classroom formative assessments, teacher generated assessments, and grade level trend data allow the leadership team to provide appropriate levels of support to teachers based on identified needs.

The LEA and Leadership Team is utilizing the teacher evaluation tool to guide the creation and implementation of individual professional growth plans and/or plans of improvement that address the specific areas that show insufficient mastery of content. When data indicates teachers need further support, peer coaching, increased PD, instructional modeling, and creation of an improvement plan are also part of the system to provide additional support to teachers.

5. **Instructional Infrastructure:** What actions has the LEA taken or will take to ensure: the school(s) are using a comprehensive data system (e.g., aligned formative and summative assessments, a data management and analysis process, tiered intervention plan) to inform instruction; the school(s) are implementing a guaranteed and viable curriculum aligned with the Arizona College and Career Readiness Standards; and the school(s) have established bold year-end targets?

In 2011, the LEA and EESD Governing Board implemented a comprehensive assessment system utilizing Galileo and DIBELS Next (under a previous School Improvement Grant), that has proven to be instrumental to move students forward at accelerated rates. These programs will also allow Curiel Primary to increase the intensity level at which they analyze student data, down to the individual student level. These systems align with the Arizona College and Career Readiness standards. Administrators and teachers use intervention alerts and data analyses to make timely, sound planning decisions and guide their instruction. There is evidence that increased student achievement results at the Intermediate School are due to staff and students' understanding and effective use of data, including the analysis of contributing causes, perception data, demographic data, and process data.

New teachers to the district and continuing teachers will be given additional support in using the data assessment system prior to the beginning of the school year, and on an on-going basis as needed. The LEA is committed to a PLC system that allows time for teachers to collaborate, discuss, and evaluate data vertically and horizontally to strengthen instructional practices.

The LEA, Leadership Team, and teachers are in the process of researching and selecting a new College and Career Readiness Reading and Math curriculum to be adopted for the 2015 school year.

Based on the data and the urgency, the LEA and Leadership Team were proactive in implementing the Response to Intervention Model (RTI) to address Curiel Primary struggling students' academic needs in Tiers II and III. The students identified in Tiers II and III have been provided additional support through Tutoring and Intersession. Grade Level Teams will take an active role in establishing quarterly goals that increase each quarter. A bold approach is necessary to reflect a minimum of ten percent increase of students meeting or exceeding the established standards in both Reading and Math.

**6. Model Implementation:** What specific action has the LEA taken or will take to design and implement interventions consistent with the model requirements?

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

The LEA and the School Governing Board are committed to implementing the transformation Model, even to the extent of revising practices and policies. The LEA will adopt a Transformation Model that provides time for various levels of intervention to deal with deficiencies that will advance students. The new principal will collaborate on scheduling that will maximize the amount of time for reading and math. A focus on the 90-90-90 research has shown that learning time should be extended until students reach grade level. The LEA will incorporate this needed additional time into before and after school, summer classes, and intervention classes during intercessions as data demonstrates individual student needs.

To further assist the model implementation, the LEA will provide staff support in the areas of data, RTI, and behavior to assist staff in training, alignment and accountability. Flat scores usually indicate that effective teaching needs to be addressed. The LEA is supportive of a job-embedded plan in the area of effective teaching with the following initial concepts to be mastered in year one: Teaching to the Objective, Task Analysis, Chunking and Active Engagement. The LEA's goal after acquiring funding is to provide professional development to all staff in differentiation and active engagement.

The School Governing Board and LEA support is already in place, and evidenced by their implementation of the Transformational Model at the Intermediate School.

7. **Evaluation:** What specific actions has the LEA taken or will take to monitor and evaluate the progress of the selected model implementation in the school(s)? How will strategies be modified if progress monitoring data does not indicate targets have been met? Who will be responsible for collecting, analyzing and sharing the evaluation data?

School and LEA leadership teams will review and evaluate the implementation of the Transformation Model quarterly. These evaluations will determine whether the model is effective in increasing the achievement of students in meeting the Arizona College and Career Readiness Standards. The school will revise its plan as necessary based on the results of the evaluation to ensure the continuous improvement of student achievement. The reviews will be conducted in collaboration with an external consultant where appropriate, as this is strongly encouraged by Title I.

The school will maintain documentation related to its implementation. Data relating to the needs assessment will include significant information about the achievement of students and conditions in the school that directly affect their academic achievement. It will also contain specific information about how the components are implemented, how resources are used, and how student assessment results will be used to guide instruction and be disseminated to stakeholders.

The quarterly reviews will be conducted to ensure that the plan is implemented as designed and that its implementation has a positive effect on student achievement. Student achievement data will be gathered through Galileo and DIBELS Next benchmarks and analyzed to determine if outcomes are being met. The CIP goals will be broken down into quarterly outcome measures to determine progress towards the end-of-year goals. Additionally, each required Transformation strategy will be assessed quarterly by the LEA team and site principal, and indication of progress recorded with a 1-4 rating scale. The process will guide our implementation and further determine how this plan will accommodate changes needed to ensure continuous improvement.

The school leadership team will present the review results to staff in the school, the LEA and Governing Board, parents and other community members. Any individual not performing their responsibilities or meeting goals, as outlined, will receive professional development and be placed on a plan of improvement. Clear expectations will be established for improvement. Failure to adhere to expectations will result in policy based discipline up to and including termination. Walkthrough observations will focus on student engagement, classroom management, instructional strategies, time on task, and assessment. Deficiencies will be addressed as needed utilizing the expertise of the positions established by the financial support of the SIG Grant. The LEA will hold the following people responsible for collecting data: the Leadership team, teachers, and principals.

8. **External Providers:** What specific actions has the LEA taken or will take to recruit, screen, and select external providers to ensure their quality?

The LEA will use the Learning Point Associates toolkit. We will use the Request for Proposal worksheet, Prospective Provider information sheet, Interview Questionnaire, Prospective Provider Evaluation, Provider Services and Materials Questionnaire, and Gap Analysis Tool. By utilizing this toolkit, it provides us with a process documentation and support necessary to recruit, screen, select, and/or terminate the services of the external provider. The LEA and Leadership Team will monitor and evaluate external providers regularly based on progress towards outcomes addressed in the scope of work and the established evaluation plan. The process for creating the evaluation plan for external providers will be added as Attachment B.

9. **Alignment of Resources:** What specific actions has the LEA taken or will take to align other resources with the implementation of the selected intervention model?

Funding, budgeting and expenditures are in compliance with federal guidelines of supplanting vs. supplementing. Acquired funds will be spent on services, materials and professional development that support student learning. Resources will be aligned to fully and effectively implement the Transformation Model. The Business Director & Director of Federal programs will allocate funding priorities based on the status of schools in the improvement process. Funding sources considered when developing the district plan include Title I, IDEA and M&O funding. The governing board and superintendent are committed to leveraging resources to support improvement plans now and in the future on behalf of student learning.

Human capital has also been considered when allocating resources to successfully implement the Transformation Model at Curiel Primary School. The principal was selected due to his previous success in raising student achievement, and has participated in previous implementation of a Transformation Model at the Intermediate School. Additionally, LEA staff experienced with the Transformation Model will be providing support and doing classroom walkthrough observations.

10. **Fiscal Capacity:** What actions has the LEA taken or will take to ensure the fiscal holder's capacity to manage funds in accordance with applicable Federal and State statutes, regulations, program plans, and General Statement of Assurance?

The LEA has a history of successfully implementing and managing funds in compliance with Federal and state statutes and regulations, programs plans, and general Statement of Assurance. The LEA Business Manager and Grants Director have over 30 years of combined experience in managing state and federal programs. The LEA adheres closely to state statutes and the USFR to remain in compliance. EESD is a fiscally sound and responsible district.

The LEA has experience managing Title I funds and School Improvement funds to target student needs. The LEA team has designed a process based on data driven decision making, focused on student achievement, to make informed resource allocations.

All stakeholders met, reviewed, discussed, and consented to the SIG implementation budget. The Governing Board approved the SIG implementation budget and received quarterly progress monitoring reports. The LEA and Leadership Team will meet with parents on a quarterly basis to disseminate budgetary information to parents.



11. **Sustainability:** What specific actions has the LEA taken or will take to sustain the school improvement efforts once the grant funding is no longer available? Describe how the LEA will align current and future funding in support of performance targets and sustainability?

The SIG funding will allow us to build capacity and systems at Curiel Primary School and to solidify LEA systems built through participation in previous SIG implementation. Instructional capacity will increase with all staff, as well as data understanding and use. The LEA is committed to sustaining Curiel Primary improvement efforts when SIG funding is no longer available by allocating funding through Title I, Title II, instructional improvement, M&O, and Capital to vital services and school improvement efforts. Essential coaching to sustain instructional improvements will be continued once SIG funds are gone, but in a more peer-coaching model. Professional development will also continue, but can be led by in-house staff once initial capacity in content areas is established with the SIG. Data use will be sustained by building the teachers capacity to create and analyze their own reports. The LEA understands that due to budget restraints our funding is limited but, we are committed to continuing our efforts to utilize available existing funding and seek new funding sources to ensure maximum sustainability.

In sustainability efforts, the LEA will prioritize funding for maintaining and eliminating SIG-funded personnel and programs based on effectiveness as measured by student academic growth.

## Section C: Needs Assessment

*In this section, briefly describe the LEA and school(s) needs assessment findings. Data should encompass the following areas: School Achievement Data, Programs and Structure Data (school processes), Professional Practices Data, Family and Community Data (demographics).*

1. **Current Conditions:** Using the Self-Readiness Assessment Findings, prior Solutions Team Report, Progress Monitoring of Implementation Reports, Reflective Summary, and/or needs assessments the LEA and/or school has completed, briefly describe the current conditions of the LEA and school(s) in regards to the following:

- Effective Leadership      ■ Effective Teachers      ■ Instructional Time
- Instructional Program      ■ Data-Informed Instruction
- Environmental/Non-Academic Factors      ■ Stakeholder Engagement

The LEA has experience conducting the Standards and Rubrics for School Improvement Needs assessment, as well as the School Improvement and Intervention Self-Readiness Assessment. Professional development from NISL also provided tools for conducting a comprehensive needs assessment. The needs assessment process included review and analysis of multiple data sources by the leadership team and other stakeholders. Several meetings were held to provide opportunities for reflection and sharing of ideas based on data. The outcome of the needs assessment process clearly link the school needs to the need to implement the Transformation Model and rapid school improvement.

To show commitment, the LEA took a bold stance by replacing the principal at Curiel Primary School for the current school year. This administrator was a member of the Intermediate Leadership Team during a successful implementation of the SIG Transformational Model. Evaluation data and increased student achievement are evidence that the new principal brings effective leadership to Curiel Primary School. Classroom observation trend data indicated that there are no explicitly shared practices among teachers. The data showed that there is minimal horizontal or vertical curriculum alignment taking place across grade levels. Teacher evaluations also illustrate a need for increasing teacher capacity and effectiveness.

The LEA has increased instructional time but, the data indicates that currently, the increase of instructional time is having little or no impact on student growth. The LEA Team believes this may be due to ineffective use of the increased learning time. Although the school offers extended learning opportunities such as after school tutoring, only about ¼ of the student population current participate in those opportunities. Curiel Primary staff is using an outdated core basal program that is not fully aligned to the Arizona College and Career Readiness Standards. Classroom observations and discussions with teachers reveal extensive use of worksheets in Reading and Math instruction to fill standards gaps in the textbook is taking place and preventing effective pedagogy. Lesson plan review and classroom observations show that in many cases the textbook is the program of instruction rather than the curriculum. DIBELS data shows that interventions are not moving a significant number of students out of the At Risk category.

In the LEA's commitment to change, Curiel Primary school has adopted the ATI-Galileo data system. Curiel Primary school also utilized DIBELS assessments and text assessments to gather student data. However, results from the needs assessment process indicate teachers feel Curiel Primary currently has no process in place to effectively share, disseminate, and analyze data to drive instruction.

Curiel Primary students face a number of environmental and non-academic factors. In addition to poverty, most students come from homes with one parent or no parent (students being raised by grandparents and/or other relatives), limited technology, non-educated parents, language barriers, substance abuse, and high incarceration rates of parents. The community culture often creates challenges for student academic success. Absenteeism is high at 8%; on average of at least twenty students are absent on a regular basis. Students often have behavior issues that impact their learning. 251 behavior /Code of Conduct violations have been recorded so far this school year.

The LEA and Leadership Team believes parents and families need to become educational partners. Many parents and families are not educational partners as determined by observations of limited participation at school-sponsored events and lack of communication between home and schools. Research (Epstein) strongly supports that family involvement in a child's education positively affects student achievement. A plan will be developed to increase Stakeholder engagement.

**Student Performance:** Using the most current Achievement Profile, AIMS data and other assessment data (benchmark, formative, and summative); describe student performance including the academic needs of your most at risk students.

In developing your response, consider the following:

### **How do our Students Perform by Grade Level?**

Galileo District Summative Assessment:

- 1<sup>st</sup> grade math pre and posttest showed a 42% increase in students passing;
- 1st grade reading pre and posttest showed a 3% decrease in students passing;
- 2nd grade math pre and posttest showed a 23% increase in students passing;
- 2nd grade reading pre and posttest showed a 9% decrease in students passing;
- 3rd grade math pre and posttest showed a 5% decrease in students passing;
- 3rd grade reading pre and posttest showed a 15% increase in students passing.

The percentage of students that either were “Intensive” or “Strategic” according to the DIBELS NEXT Data System on the Middle of the Year Benchmark 2013

- Kindergarteners: 60% FSF; 68% PSF; 46% CLS
- 1<sup>st</sup> Graders: 60% DORF
- 2<sup>nd</sup> Graders: 61% DORF
- 3<sup>rd</sup> Graders: 42% DORF

### **What are the gaps between groups of students?**

Using the developmental aggregate data from Galileo we compared the difference between the Developmental Level of regular ed. Students and those of ELL and SPED Students.

- In 1<sup>st</sup> grade developmental level scores for ELL and Sped students were 100-150 dl points (one and one-half academic years) below those of regular education students in reading and math.
- In 2<sup>nd</sup> grade ELL and Sped students were on target and achieved average developmental growth in reading and math for the academic year.
- In 3<sup>rd</sup> grade ELL and Sped students developmental level scores were 100 dl points (one academic year) below those of regular education students in reading and math.

### **What is the progress achieved by our bottom quartile students?**

Using Galileo District Summative Assessment, when compared with other students in the same grade level, students in the bottom quartile had overall lower growth and lower achievement.

- 35% of bottom quartile 1<sup>st</sup> graders had lower growth and achievement in reading;
- 7% of bottom quartile 1<sup>st</sup> graders had lower growth and achievement in math;
- 33% of bottom quartile 2<sup>nd</sup> graders had lower growth and achievement in reading;
- 15% of bottom quartile 2<sup>nd</sup> graders had lower growth and achievement in math;
- 9% of bottom quartile 3<sup>rd</sup> graders had lower growth and achievement in reading;
- 40% of bottom quartile 3<sup>rd</sup> graders had lower growth and achievement in math;

### **How Do Our Students' Performance Compare With The State And District?**

Using AIMS and Stanford 10 Grade Level and Cohort Data

- On the 2012-2013 AIMS 3<sup>rd</sup> graders performed 32% lower than average in math and 21% lower in reading compared to the Arizona State Average on AIMS.

- On the 2012-2013 AIMS 3<sup>rd</sup> graders performed 12% lower than average in reading and 24% lower in math compared to all other Pinal County Schools on the AIMS.
- Using the data from 2012-2013 Stanford 10 results 3<sup>rd</sup> grade was 9% lower than Arizona State Average NCE score in reading and 4% lower in Math.

### **How does our students' performance compare with demographically similar high performing schools?**

Using AIMS and Stanford 10 averages from The State of Arizona and Pinal County:

- On the 2012-2013 AIMS 3<sup>rd</sup> grade students performed 12% lower than average in reading and 24% lower in math compared to all other Pinal County Schools on the AIMS.
- Using the data from 2012-2013 Stanford 10 results 3<sup>rd</sup> grade was 1% higher than Pinal County Average NCE score in reading and 3% higher in Math.

### **How have our students performed over time?**

Using the AIMS Data from 2007-2013 3<sup>rd</sup> grade students has shown very little growth in either reading or math. The average score for students passing AIMS math was 47% and 50% in reading. Using the DIBELS Data Oral Reading Fluency Percentages from 2010-2013 2nd and 3rd Grade students scores have decreased by 8%. In addition, there is also an 8% increase of Intensive (At-Risk) Students for 3rd Graders and 10% increase of intensive (At-Risk) students for 2nd graders. The first graders showed a dramatically decrease by 22% and 23% increase of Intensive (At-Risk) students. Kinder students have flat lined in Letter sounds and letter naming. They have decreased by 17% in the Phoneme Segmentation Portion.

**Primary Concerns/Root Causes:** What are the top 3-4 primary concerns that may be impacting student achievement? What are the top 3-4 root causes that describe what we are doing, or not doing that might contribute to how our students are performing? Since 2008, data indicates that Curiel Primary student achievement has been in a state of significant decline. There are several root causes that have impacted student achievement and led to the primary concerns of Curiel Primary School:

- The teachers are not fully implementing best practices and utilizing standards-based instructional strategies. Accountability ensuring implementation of best instructional practices was not effective. There was no targeted, job-embedded professional development or coaching support.
- The curriculum resources have not met the needs of the learners. There is a significant portion of our population lacking the fundamental reading skill of phonics, fluency, vocabulary, and comprehension. The curriculum does not provide enough resources for teachers to address these skill deficiencies.
- Instructional decisions are not always based on the data. Staff needed more support and opportunities that required the use of data.
- School climate and culture did not facilitate teaching and learning. Leadership failed to establish a culture of respect where teachers and staff felt valued and appreciated. There was little or no parental involvement.
- Violations of the Student Code of Conduct significantly increased.

## Section D: Program Plan, Program Budget and Monitoring

*In this section, describe the LEA performance targets, model implementation plan, and monitoring plan and aligned budget plan for the participating school(s). The LEA must select an intervention model that aligns to the needs of the school. The LEA must design and implement activities for each intervention model, develop a timeline, identify a person/position designated to provide leadership for each requirement of the intervention. The LEA must develop a monitoring plan that encompasses multiple visits to each school and requires intermediate evidence of student academic success. The monitoring plan must clearly identify the instruments and method(s) for assessing each of the outcomes/targets, including the method for data analysis.*

1. **Submit the LEA and School Continuous Improvement Plan Addendum(s) (Attachment E) for each school the LEA proposes to serve.** The addendum(s) will include the following components:

- **Participating School(s) Selected Model:** Identify which intervention model each of the participating schools will be implementing. Briefly describe why the selected model was chosen for the school(s).
- **\*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.
- **\*Model Implementation Plan:** Describe the strategies and action steps aligned to the intervention model requirements for each of the participating school(s).
- **\*Monitoring Plan:** Describe the LEA plan for monitoring progress of student achievement and implementation of the selected intervention model.
- **Aligned Budget Plan:** Describe how the LEA will use the funds to support implementation of the selected school intervention model(s) in the participating school(s). Describe how the participating school(s) will use the funds for implementation of the selected model.

***\*Performance targets, model implementation plans, and monitoring/evaluation plans may be revised annually based on most recent year performance data.***

- **Pre-Implementation Plan:** If the LEA is requesting funds in their Year 1 budget to be used for pre-implementation activities, describe the pre-implementation strategies and action steps aligned to the intervention model requirements, the

timeline for pre-implementation, the monitoring plan and the budget/resource alignment plan for each of the participating school(s).

## 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:	Curriel Primary School
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**Briefly describe why the Transformation Model was chosen for the school:**

The LEA and stakeholders conducted a SWOT analysis to determine the needs for Curriel Primary School and identify possible root causes for low achievement. Data showed that Curriel Primary staff is using an outdated core basal program that is not aligned to the Arizona College and Career Readiness Standards. The extensive use of worksheets in Reading and Math instruction is taking place and preventing effective pedagogy. In many cases the textbook is determining the curriculum. Trend data indicated that there are no explicitly shared practices among teachers. The data showed that there is minimal horizontal or vertical curriculum alignment taking place across grade levels. The LEA has had tremendous success implementing the Transformational model at another school in the Eloy Elementary School District. Based on the previous efforts, and successes, the leadership team analyzed the data and determined that the Transformation model would be successful at the Curriel Primary School. Not only will the school utilize the Transformation model, but the principal will be replaced with the Transformation principal who contributed to the success of the school improvement at Eloy Intermediate School.

**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.**

*\*Adjustments for performance targets may occur based on newly implemented state assessment in 2014-2015 school year.*

**Third Grade:** Increase the percentage of all third grade students who meet or exceed the standards for Reading by 10% as measured by Galileo benchmark assessments. **Second Grade:** Increase the percentage of all second grade students who meet or exceed the standards for Reading by 10% as measured by Galileo benchmark assessments. **First Grade:** Increase the percentage of all first grade students who meet or exceed the standards for Reading by 10% as measured by Galileo benchmark assessments. **Kindergarten:** Increase the percentage of all kindergarten students who meet or exceed the standards for reading by 10% as measured by Galileo benchmark assessments. **Third Grade:** Increase the percentage of all third grade students who meet or exceed the standards for math by 10% as measured by Galileo benchmark

assessments. **Second Grade:** Increase the percentage of all second grade students who meet or exceed the standards for math by 10% as measured by Galileo benchmark assessments. **First Grade** Increase the percentage of all first grade students who meet or exceed the standards for math by 10% as measured by Galileo benchmark assessments. **Kindergarten:** Increase the percentage of all kindergarten students who meet or exceed the standards for math by 10% as measured by Galileo benchmark assessments.

<b>Transformation Model</b>	<b>Model Implementation Plan</b>	<b>Timeline</b>	<b>Monitoring/Evaluation Plan</b>	<b>Budget/Resource Alignment</b>
<i>Description of Transformation Model Program Requirements.</i>	<i>Describe specific strategies and action steps for each of the Transformation Model Program Requirements to be used to progress towards the performance targets.</i>	<i>Provide a list of tentative dates (beginning and end dates) in which the action steps will be implemented.</i>	<i>Describe the LEA plan for monitoring progress of implementation of the Transformation Model.</i>	<i>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.</i>
<b>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 to substantially improve student achievement outcomes and increase high school graduation rates.</b>	The LEA will replace the principal. In order to successfully implement this strategy, the LEA will conduct an assessment of the principal's ability to lead a second order change using the Competency- Based Toolkit. The LEA will gather stakeholders to provide input to the superintendent to consider a change. The Governing Board will discuss and approve the School Improvement Grant application with the replacement of the principal at the May 13, 2014 board meeting. Eloy Junior High has a principal who has	May 28, 2014	Principal Evaluation Instrument, LEA meetings, review student data, ALEAT, Leadership Team meetings, PLC, Data and Reflective Summaries, Stakeholder feedback	Maintenance and Operations (M&O) for base salary, SIG Funds for recruiting, retaining, and performance incentive for the principal.



	background knowledge in using and implementing the Transformation model. He was instrumental in using data to drive instruction to successfully increase student achievement. The LEA, Governing Board, leadership team, and stakeholders are confident that the new principal will successfully implement the Transformation model and increase student achievement.			
<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 will continue to implement the current Governing Board- approved Charlotte Danielson performance based evaluation system.	<p>Formal Evaluations: November 1, 2014 March 1, 2015</p> <p>Informal Evaluations: July 1-May 22 weekly walk-throughs, bi-weekly classroom observations, bi-weekly data meetings</p>	Charlotte Danielson-based Evaluation instruments, Formal observations and walkthroughs, Individual growth plans, plans of improvement as needed, student achievement data	Evaluation instrument is already in place.
<i>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student</i>	The superintendent and Governing Board are committed to the Curiel Primary	Quarterly incentive pay-outs-	Incentive plans, Bingo Cards to track accountability and participation	SIG Funds for performance incentives successfully

<p><i>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></p>	<p>Transformational Model. On May 13, 2014, the Governing Board agreed to support this model. The LEA and leadership team determined that Curiel Primary certificated staff would obtain a sum of \$5,750 for Reading and \$5, 750 for math if they:</p> <ul style="list-style-type: none"> <li>• support and commit to all strategies of the Curiel Primary Transformational Model</li> <li>• meet all the requirements of the Curiel Primary Incentive plan</li> <li>• attend all professional growth and development opportunities, including PLC meetings, grade level</li> </ul>	<p>Professional Development and Collaboration- in October, January, March, and May</p> <p>Incentive pay-outs for benchmark performance- in October, December, and March</p> <p>Incentive payouts for ADE state- approved assessment- June</p>	
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	meetings, and curriculum data collaborations <ul style="list-style-type: none"> <li>• increase student performance in reading and math as measured by Galileo, DIBELS, and state-approved assessments</li> <li>• demonstrate adequate grade level progress quarterly as measured by Galileo and DIBELS benchmark assessments.</li> </ul>				SIG Funds, Title I, and Title II
<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 to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</i>	The LEA and leadership team reviewed data and recognize the urgency to create a targeted, job-embedded professional development plan based on <b>rigor, relevance, and relationships</b> . To build	Weekly- July 14, 2014- May 22, 2015- Thursday Governing Board- approved Professional Development- 4:00-5:00	Collaboration meetings, PLCs, Coaching conferences, peer observations, staff retreats, and professional development sign-in sheets and agendas		

	capacity, the LEA will utilize a trainer-of-trainers model. A Data and Curriculum Specialist will be hired to facilitate and guide data-driven collaborative efforts in the creation of blueprint alignments, pacing guides, and curriculum maps. An Academic Coach will provide ongoing support and training through observational feedback, lesson modeling, and individual professional growth plans. Additionally, the LEA will obtain support from external providers, including ADE, Andrew Chen, Pinal County ESA, Simple K12 PD, etc.	Wednesday PLC meetings- 7:15- 7:45  Tuesday Collaboration- During designated planning times		
<i>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</i>	The LEA recognizes that the recruitment and retention of highly-qualified staff is a concern due to the ability of other districts to offer higher salaries. If Eloy Elementary	Ongoing recruitment- Present – June 30, 2015  Recruiting bonus-	Job descriptions and postings, incentive plan communicated, hire highly-qualified staff,	SIG and Title II

<i>the students in a transformation model.</i>	<p>is awarded the School Improvement Grant, the LEA will have the ability to compete with nearby districts. The local high school district pays \$1500 more on their base salary, and they have a 4-day work week. Providing additional compensation incentives to recruit and retain highly-qualified teachers will allow EESD to meet the needs of Curriel Primary students. Signing bonuses will be considered utilizing SIG dollars, if applicable, in order to attract teachers to the Eloy Elementary School District. The LEA is advertising for positions throughout Arizona by advertising in newspapers, attending job fairs, and contemplating national recruitment.</p>	after July 1, 2014	<p>notes from job interviews, track applications, Competency-based Toolkit for Teachers utilized</p> <p>Track turnover rates of HQ teachers, track the number of staff retention bonuses given</p>	SIG, and Title I Funds will pay for
<i>Use data to identify and implement an instructional program that is research-</i>	The LEA, the Leadership Team, and teachers will form	Bi-weekly grade level	Students achievement	

<i>based and vertically aligned from one grade to the next as well as aligned with State academic standards.</i>	committees to review Curiel Primary data and research instructional programs. This will allow us to align curriculum, both vertically and horizontally, with current Arizona College and Career Readiness Standards.	meetings  Bi-weekly Leadership Team meetings  Quarterly meetings with Data Specialist  July 14, 2014- May 22, 2015	data, PLCs, walkthroughs, formal observations, teacher evaluations, LEA Leadership Team meetings, LEA site visits, ADE monitoring/visits,	stipends for any data workshops before or after school.
<i>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.</i>	Curiel Primary administration and teachers will strengthen and enhance assessment and constructive use of data and analysis through the use of Galileo and DIBELS Next. The goal is to effectively use data to drive instruction and differentiate instruction for students. This allows administrators and teachers immediate feedback to monitor student outcomes by developing early warning systems for high-risk students. The data will allow teachers to collaborate in regard to the approach for re-teaching that are not yet mastered, and using the RTI	Bi-weekly grade level meetings  Bi-weekly Leadership Team meetings  Quarterly meetings with Data Specialist  July 14, 2014- May 22, 2015	Galileo, DIBELS Next Data Walls, Classroom Data Displays, Student performance self-monitoring charts and graphs, Teacher report-outs on data	Title I Funds will continue to pay for the Galileo and DIBELS annual fees.

	design for additional assistance for students identified, by data, as "At risk." Individualized Learning Plans (ILP) will also be used for high-risk students who are not at grade level will be implemented.			
<i>Establish schedules and implement strategies that provide increased learning time.</i>	<p>Staff will identify students based on Galileo formative assessments, quarterly benchmarking, summative assessments and progress monitoring students who will need more instructional time to close the learning gap and get caught up at grade level, based on 90-90-90 school research.</p> <p>Additional/extended learning time/tutoring will be scheduled for student learning including before &amp; after school, Saturday School, Summer School, inter-sessions for Fall Break, Winter Break and Spring Break. Additional bussing will</p>	<p>Tutoring- 3 times per week July 10, 2014- May 22, 2015</p> <p>Inter-sessions during Fall Break, Winter Break, and Spring Break- October, December, and March</p> <p>Summer School June 2015</p>	Quarterly Master schedule review	<p>The Governing Board has established 2 half days per month as Collegial Planning Days. M &amp; O Funding</p>

	<p>be used for this extended day activity. Open communication will occur with parents about the necessity of extended learning opportunities.</p> <p>Staff will be reimbursed for increased learning time beyond the professional work day. The LEA and Governing Board recognize how critical extended time is for the professional development and growth of staff. Addendums for additional hours will be added to contracts, starting with the 2014-2015 school year.</p>				
<p><i>Provide ongoing mechanisms for family and community engagement.</i></p>	<p>The LEA, Community and Family Engagement Coordinator, and the principal need to attend the Epstein training in Baltimore, Maryland. The team will contact Parent Information</p>	<p>Quarterly Family Literacy, Math, Technology, Data Summits, and Library Nights- September 2014, December 2014, March 2015,</p>	<p>Parent Surveys on program evaluation, Attendance sign-in sheets, parental, staff, and LEA feedback</p>	<p>SIG and Title I Funding for supplies and staffing for parent workshops after school hours.</p>	



	Resource Center (PIRC) to develop a plan to encourage parents to become partners and actively participate in their child's learning. Epstein's six researched based elements will be part of the plan with the idea of empowering and engaging parents. The LEA and Curiel Primary will continue to sponsor activities such as family Literacy, Math, Technology, Data Summits, and Library nights to educate and engage parents.	and May 2015.		
<b>Pre-Implementation- If requesting pre-implementation funds complete this section.</b>	<ul style="list-style-type: none"> <li>Hire a Curriculum/Data Specialist, Behavior Interventionist, Academic Coach/Mentor, and Interventionist Specialist (RTI) to work collaboratively to create an Assessment and Data Analysis Plan.</li> <li>Hire a turnaround</li> </ul>	1.) ASAP when SIG award is granted 2.) ASAP when SIG award is granted 3.) ASAP when SIG award is granted	1.) LEA, Governing Board, Leadership Team, and various stakeholders will interview and select candidates 2.) LEA, Leadership team, Curriculum/Data Specialist, Academic	<b>SIG Funding</b>

	<p>principal who has a proven track record in turning around failing or underperforming schools. The principal's skills and knowledge will be evaluated with the Competency-based Toolkit for School Turnaround Leaders.</p> <ul style="list-style-type: none"> <li>• Staff will begin pacing guides and curriculum mapping of the Arizona College and Career Readiness standards.</li> <li>• Purchase of Houghton Mifflin supplementary reading and materials with a focus on implementing Arizona College and Career Readiness standards.</li> <li>• Instructional materials in classrooms on/before 1<sup>st</sup> day of school.</li> </ul>		<p>Coach, RTI Director, Behavior Interventionist, and teachers</p> <p>3.) LEA, Leadership team, Curriculum/Data Specialist, Academic Coach, RTI Director, Behavior Interventionist, and teachers</p>	
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## 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)

<b>Name of LEA:</b>	Eloy Elementary School District #11			
<b>Support Activities</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total 3 Year Grant Amount</b>
Performance Stipends w/benefits	399,866.50	399,866.50	399,866.50	\$1,199,599.50
Supplies	90,880.00	90,880.00	70,880.00	\$ 252,640.00
Parent Liaison-Teacher cadre Salary	23,980.00	23980.00	23980.00	\$ 71,940.00
RTI Director Salary & Benefits	65,818.00	65,818.00	65,818.00	\$ 197,454.00
Behavior Interven. Sal. & Benefits	53,828.00	53,828.00	53,828.00	\$ 161,484.00
Data & Curriculum Director	53,828.00	53,828.00	53,828.00	\$ 161,484.00
Coach Mentor	53,828.00	53,828.00	53,828.00	\$ 161,484.00
Principal Stipend	25,179.00	25,179.00	25,179.00	\$ 75,537.00
Professional Development	14,616.00	14,616.00	14,616.00	\$ 43,848.00
School Improvement Coord.	5,875.00	5,875.00	5,875.00	\$ 17,625.00
Performance Stipend	9,791.28	9,791.28	9,791.28	\$ 29,373.84
LEA Coord. (2) Salary w/benefits	33,970.07	33,970.07	33,970.07	\$ 101,910.21
Supt.	17,985.00	17,985.00	17,985.00	\$ 53,955.00
Performance Stipendw/taxes	29,975.00	29,975.00	29,975.00	\$ 89,925.00
<b>Total</b>	<b>\$879,419.85</b>	<b>\$879,419.85</b>	<b>\$859,419.85</b>	<b>\$2,618,259.55</b>

<b>Transformation Model</b>				
<b>Name of Participating School:</b>	Curiel Primary School			
<b>Strategies</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total 3 Year Grant Amount</b>
Recruiting and hiring building principal	\$14,179	\$14,179	\$14,179	\$42,537
Teacher and principal evaluation systems				
School leader, teacher and other staff rewards for increasing student achievement and high school graduation rates	\$450,632.78	\$450,632.78	\$450,632.78	1,351,898.34
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	\$0.00	\$53,828.00	\$53,828.00	\$107,656.00
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	\$25,440.00	\$45,440.00	\$35,440.00	\$106,320.00
Assessment data review and analysis	\$14,616.00	\$14,616.00	\$14,616.00	\$43,848.00
Data systems	\$0.00	53,828.00	\$53,828.00	\$107,656.00
Increased learning time for students				
Ongoing family and community engagement	\$23,980.00	\$23,980.00	\$23,980.00	\$71,940.00
Reading Interventions (RTI)	0.00	\$65,818.00	\$65,818.00	\$131,636.00
Math Interventions (RTI)	\$25,440.00	\$45,440.00	\$35,440.00	106,320.00
Additional Reform Activities: Specify Behavior Interventionist, School & LEA Coordinators	\$53,828.00	\$53,828.00	\$53,828.00	\$161,484.00
	\$57,830.07	\$57,830.07	\$57,830.07	\$173,490.21
Pre-Implementation Activities	\$213,474.00			\$213,474.00
<b>Total</b>	<b>\$879,419.85</b>	<b>\$879,419.85</b>	<b>\$859,419.25</b>	<b>\$2,618,259.55</b>

Attachments to Curiel Primary SIG Grant

Attachment A: Letters of Support- Governing Board, Parents, Curiel Primary Staff

# Eloy Elementary School District #11

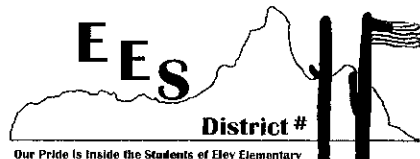
1011 N Sunshine Blvd. Eloy, Arizona 85131

520/466-2100 • Fax: 520/466-2101

Website: [www.eesd.k12.az.us](http://www.eesd.k12.az.us)

## ADMINISTRATION:

Ruby James, Superintendent  
Edward Saucedo, Business Manager



## BOARD OF GOVERNORS:

Irene Patiño, President  
Dina Decker-Dixon, Board Clerk  
Anna Ogle  
Ralph Moran  
Mary Tarango

Ruby James, Superintendent  
Eloy Elementary School District  
1011 N. Sunshine Blvd.  
Eloy, AZ 85131

May 21, 2014

Dear Ms. James:

As Clerk of the Governing Board of Eloy Elementary School District #11, I am committed to the students of the District and would like to offer my support for Curiel Primary School to receive a School Improvement Grant. Curiel Primary is currently in the bottom five percent in academic achievement in Arizona. Our students must be successful. A School Improvement Grant would allow us to recruit and retain Highly Qualified teachers. This Grant would also provide additional Professional Development for staff to assist them in educating our students, as well as additional services such as intervention, updated curriculum and tutoring. Our District has been successful with the implementation of a School Improvement Grant at Eloy Intermediate School and I feel that should we be awarded a School Improvement Grant at Curiel Primary, we would be successful in turning around those students' academic achievement as well.

As a member of the Governing Board, as well as a parent, I feel that all students should be successful. I believe that the opportunities provided by the School Improvement Grant would help our students to reach academic goals.

Sincerely,

Dina Decker-Dixon  
Governing Board Clerk  
Eloy Elementary School District #11

CURIEL SCHOOL  
Melanie Murray, Principal

INTERMEDIATE SCHOOL  
Danny Rogers, Principal

JUNIOR HIGH SCHOOL  
Ernest M. Montijo, Principal

# Eloy Elementary School District #11

1011 N Sunshine Blvd. Eloy, Arizona 85131

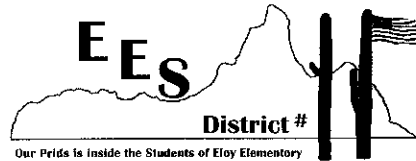
520/466-2100 • Fax: 520/466-2101

Website: [www.eesd.k12.az.us](http://www.eesd.k12.az.us)

## ADMINISTRATION:

Ruby James, Superintendent

Edward Saucedo, Business Manager



## BOARD OF GOVERNORS:

Irene Patiño, President

Dina Decker-Dixon, Board Clerk

Anna Ogle

Ralph Moran

Mary Tarango

Ruby James, Superintendent  
Eloy Elementary School District  
1011 N. Sunshine Blvd.  
Eloy, AZ 85131

May 21, 2014

Dear Ms. James:

As President of the Governing Board of Eloy Elementary School District, I am committed to the students of the District and would like to offer my support for Curiel Primary School to receive a School Improvement Grant. Curiel Primary is currently in the bottom five percent in academic achievement in Arizona. Our students must be successful. A School Improvement Grant would allow us to recruit and retain Highly Qualified teachers. This Grant would also provide extra Professional Development for staff to assist them in educating our students, as well as extra services such as intervention, updated curriculum and tutoring. Our staff has been diligent in the implementation of a School Improvement Grant at Eloy Intermediate School and has seen great success in student academic achievement. I feel that should we be awarded a School Improvement Grant at Curiel Primary, we would be successful in turning around those students' academic achievement as well.

As President of the Governing Board, I feel a personal responsibility to insure that our students are academically successful. I believe that the opportunities provided by the School Improvement Grant would help our students meet the requirements for academic success.

Sincerely,

Irene Patiño  
Governing Board President  
Eloy Elementary School District #11

CURIEL SCHOOL  
Melanie Murray, Principal

INTERMEDIATE SCHOOL  
Danny Rogers, Principal

JUNIOR HIGH SCHOOL  
Ernest M. Montijo, Principal

# Eloy Elementary School District #11

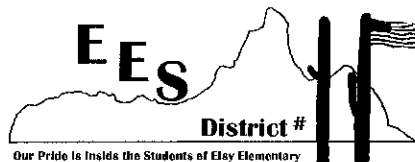
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## ADMINISTRATION:

Ruby James, Superintendent  
Edward Saucedo, Business Manager



## BOARD OF GOVERNORS:

Irene Patiño, President  
Dina Decker-Dixon, Board Clerk  
Anna Ogle  
Ralph Moran  
Mary Tarango

Ruby James, Superintendent  
Eloy Elementary School District  
1011 N. Sunshine Blvd.  
Eloy, AZ 85131

May 21, 2014

Dear Ms. James:

We, the Governing Board of Eloy Elementary School District #11, are committed to the students of our District and would like to offer our support for Curiel Primary School to receive a School Improvement Grant. Curiel Primary is currently one of the lowest performing schools in Arizona. Our students must be successful. A School Improvement Grant would provide additional funding for extra Professional Development for staff to assist them in educating our students, as well as extra services such as intervention, updated curriculum and tutoring. It would also allow us to attract Highly Qualified teachers. We have been successful with the implementation of a School Improvement Grant at Eloy Intermediate School and feel that should we be awarded a School Improvement Grant at Curiel Primary, we would be successful in promoting student academic growth.

As a Governing Board, we want the best possible education for our students and we want to see them be academically successful. It is our belief that the opportunities provided by the School Improvement Grant would help our students meet the requirements for academic success.

Sincerely,

Irene Patiño, President

Ralph Moran, Member

Mary Tarango, Member

Dina Decker-Dixon, Clerk

Anna Ogle, Member

CURIEL SCHOOL  
Melanie Murray, Principal

INTERMEDIATE SCHOOL  
Danny Rogers, Principal

JUNIOR HIGH SCHOOL  
Ernest M. Montijo, Principal



Ruby James, Superintendent  
Eloy Elementary School District  
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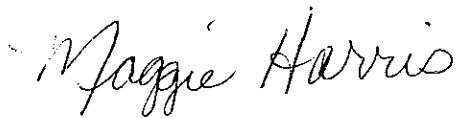
May 21, 2014

Dear Ms. James:

I would like to offer my support for Curiel Primary School to receive a School Improvement Grant. Curiel Primary has scored a "D" grade for the past few years. Our students deserve to be successful. A School Improvement Grant could provide additional staff for smaller class sizes, as well as extra services such as intervention, tutoring and more training for teachers.

As parents, we want the best for our children in every aspect of life, including their education. I believe that the opportunities provided by the School Improvement Grant would help our students be more successful.

Sincerely,

A handwritten signature in cursive script that reads "Maggie Harris". The signature is written in dark ink and is positioned to the left of the main body of the letter.

## Attachments to Curiel Primary School Priority SIG Grant

### Attachment B: Evaluation Plan Process for External Providers

### Step 3: Establishing an Evaluation Plan

The primary goal for any evaluation system should be to foster an environment of continuous improvement. The data made available through evaluation should be used by the school, district, and provider to review and renew—on an ongoing basis—the approaches used to improve student learning. This emphasis on ongoing data-driven decision making should lie at the heart of any evaluation strategy. Evaluation mechanisms also play an important role in the way the school is held accountable by the district or state. Evaluation of students, teachers, and schools has become commonplace with the demands for greater accountability within education.

A school that is implementing new services is likely to be part of an accountability system that sets forth goals for the school, establishes measures of success, and specifies consequences for meeting its goals or falling short. Any evaluation of the success of a provider's services needs to be embedded in, or aligned with, this wider system of accountability. The primary question of the evaluation should be the following: Is adopting this provider's services helping the school make progress toward its goals, especially regarding student-learning outcomes?

Progress toward academic goals is likely to be a long-term process. In the meantime, you need to find intermediate measures of progress. Two important categories of progress are worth noting. First, you need *medium-term benchmarks* for measuring progress in improving student outcomes. For example, a school with three-year goals for improving students' reading ability could establish annual targets as medium-term benchmarks. Second, you need to evaluate how well you are *implementing* the provider's approach. This evaluation of "process" can alert you to problems early, allowing time to adjust.

Keep in mind that assessment of a provider's services should be *ongoing*, not simply a once-a-year evaluation of certain quantifiable outcomes. Ongoing assessment, as well as ongoing communication regarding this assessment, is vital to ensuring that implementation and outcomes are kept on track. Schools and providers should work together to design mechanisms for ongoing feedback. These might include the following:

- Immediate evaluations of particular training sessions or on-site consulting visits
- Regular debriefings between school leaders and provider staff
- Time in regular staff meetings to discuss the staff's impressions of the provider's services
- Structured midyear reviews of progress

(SEE PAGE 77) *Tool 9 offers a template for assessing the quality of the services the provider is delivering. Some providers have their own evaluation forms; in such cases, Tool 9 can be used simply as a checklist to ensure the provider's form addresses all the issues important to you.*

Providers also may want to guide the school in correctly implementing their services. More than likely, the provider working with a school will have its own methods of assessing the school's progress toward implementation. As in the case of the school's evaluation of the provider, the provider's assessment of implementation should be ongoing—not just a year-end judgment.

**(SEE PAGE 87)** *Tool 10 offers a set of questions to help the provider assess the school or district's progress toward implementation. (Schools or districts also may wish to use this tool as a self-assessment of their progress.) Providers may want to guide this process and may have their own materials for doing so, but this tool will help you understand the ways implementation might be judged.*

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## SUGGESTED RESOURCES ON EVALUATION

*Designing an Evaluation: Methodological Approach and Sampling*, by Daniel Zalles. Published by Online Evaluation Resource Library (2002). Available online at [oerl.sri.com/module/mod4/m4\\_p1.html](http://oerl.sri.com/module/mod4/m4_p1.html).

"8 Smooth Steps: Solid Footwork Makes Evaluation of Staff Development Programs a Song," by Joellen Killion. *Journal of Staff Development*, Vol. 24, No. 4 (Fall 2003). Available online at [www.nsd.org/library/publications/jsd/jkillion244.cfm](http://www.nsd.org/library/publications/jsd/jkillion244.cfm).

"For Good Measure: Why Evaluation Is a Critical Part of School Improvement," by Geoff Camphire. *NCREL's Learning Point*, Vol. 5, No. 2 (Fall 2003). Available online at [www.ncrel.org/info/nlp/lpf03/forgood.htm](http://www.ncrel.org/info/nlp/lpf03/forgood.htm).

*Handbook of Qualitative Research* (2nd ed.), edited by Norman Denzin and Yvonna Lincoln. Published by Sage Publications (2000).

"Keeping Professional Learning on Track With Evaluation." *Notes & Reflections*, Issue 6 (Spring 2004). Available online at [www.ncrel.org/info/notes/spring04/spring04.pdf](http://www.ncrel.org/info/notes/spring04/spring04.pdf).

*Program Evaluation: Alternative Approaches and Practical Guidelines* (3rd ed.), by Jody Fitzpatrick, James Sanders, and Blaine Worthen. Published by Allyn and Bacon (2003).

*Qualitative Research and Evaluation Methods* (3rd ed.), by Michael Quinn Patton. Published by Sage Publications (2001).