

Grant Application

Required Elements

Each section in Part I and Part II of the application must be fully completed in order for the application to be reviewed:

Part I: Application Information (not scored)

Section A:	Cover Page
Section B:	LEA Level Participants/ Schools to Be Served
Section C:	LEA and School Information and Signatures
Section D:	LEA Assurance Form

Part II: Narrative (See Evaluation Criteria for specific details)

Section A:	LEA Readiness
Section B:	LEA Commitment and Capacity
Section C:	Needs Assessment
Section D:	Program Plan, Monitoring Plan, and Budget Alignment
Section E:	Three-Year Preliminary Budget

Application Format

Applications must adhere to the following format:

- Applications should only include the required elements.

Part I: Application Information

- Fully complete all forms in Section A- D.
- Submit each of the forms in Section A-D with ALL signatures as the first 5 pages of the application.

Part II: Narrative

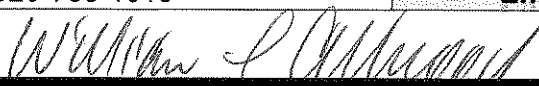

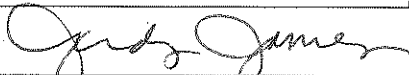
- The total narrative of the application cannot exceed 15 pages (not including attachments).
- All pages must be standard letter size, 8-1/2" x 11", using no smaller than 12 point type.
- Use document footer with the name of the applying LEA and page numbers.
- Use 1-inch margins.
- Fully complete and submit all required attachments in Section D and E of the narrative.

Part I: Application Information

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

Section A: Cover Page

(Complete and attach as first page of application.)

LEA Name:	Ganado Unified School District #20		
Mailing Address:	P.O. Box 1757; Ganado, AZ 86505		
CTDS #:	01-02-20-000	Entity ID #:	04157
		NCES ID#:	0403290
Superintendent:	William Allsbrooks		
Mailing Address:	P.O. Box 1757; Ganado AZ; 86505		
Telephone #:	928-755-1010	Email:	william.allsbrooks@ganado.k12.az.us
Signature:			
Program Contact Person:	Jeanna Dowse		
Mailing Address:	P.O. Box 1757; Ganado, AZ 86505		
Telephone #:	928-755-1068	Email:	jeanna.dowse@ganado.k12.az.us
Signature:			
Fiscal Manager:	Judy James		
Mailing Address:	P.O. Box 1757; Ganado, AZ 86505		
Telephone #:	928-755-1048	Email:	judy.james@ganado.k12.az.us
Signature:			
Total LEA Request: Indicate the total amount of funding you are requesting for both LEA and School. Please note: An individual budget will be required for each school site totaling to the amount listed below.			
Year 1	Year 2	Year 3	Total
\$365,804	\$355,655	\$345,511	\$1,066,970

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 #
Jeanna Dowse	GUSD Director of Instructional Services	jeanna.dowse@ganado.k12.az.us	928-755-1068
William Allsbrooks	GUSD Superintendent	william.allsbrooks@ganado.k12.az.us	928-755-1010
Robin Pete	GHS Principal	robin.pete@ganado.k12.az.us	928-755-1510

Schools to be Served

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

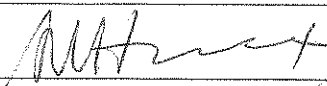
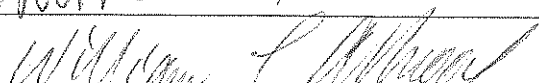
- *Eligible schools where the need and potential for dramatic growth is recognized (lowest performing schools).*
- *Eligible schools that, with the right investments, can serve as learning labs for the LEA to pilot and implement practices that could eventually have system-wide impact.*

School Name	NCES ID#	Priority	Selected Intervention Model (Include Requested Amount per School for YR 1)			
			Restart	Closure	Transformation	Turnaround
Ganado High School	0403290	X			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:	Ganado Unified School District
School Board President Signature:	
Superintendent Signature:	

School Information & Signatures

Site #1 Name:	Ganado High School		
CTDS #:	10220204	Entity ID #:	04728
Principal Name:	Robin Pete		
Telephone #:	928-755-1518	Email:	robin.pete@ganado.k12.az.us
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?		YES	<input checked="" type="radio"/> NO
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 19th day of May, 20 14, by and between Canado USD 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:

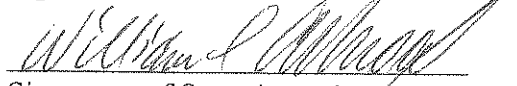
- ☒ Select a school leader using locally adopted competencies necessary to turnaround a SIG school.
- ☒ Complete and submit a Self-Readiness Assessment along with the LEA and School Continuous Improvement Plan annually.
- ☒ Develop and implement an LEA and School Continuous Improvement Plan that addresses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

Sylvia M. Etsitty
Name of Board President


Signature of Board President

William Allsbrooks
Name of Superintendent


Signature of Superintendent

Jeanna Dowse
Name of Program Contact


Signature of Program Contact

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

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

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:	Ganado High School			
Briefly describe why the Transformation Model was chosen for the school:				
The transformation model was selected for Ganado High School because it is the model that best aligns with the district's current initiatives to increase student achievement and to develop and support highly effective teachers and principals. The model also aligns with the district's Foundations for Learning which integrates traditional Navajo Philosophy into and throughout the curriculum of each of the schools.				
Performance Targets: Describe the bold performance targets in math, reading/language arts and/or high school graduation rates for each participating school that will need to be met in order to meet the exit criteria. Provide estimated *annual performance targets for each of the three years.				
<i>*Adjustments for performance targets may occur based on newly implemented state assessment in 2014-2015 school year.</i>				
<ol style="list-style-type: none"> 1) Ganado High School will increase its current graduation rate in 2013 of 56% to: 2015= 66%, 2016=72%, 2017= 78% 2) Ganado High School will decrease the number of student's absent for more than 10 days a year to: 2015= 69%, 2016=60%, 2017= 55% 3) Ganado High School will increase the number of students reading at grade level to: 2015=30%, 2016=40%, 2017=50% 4) Ganado High School will increase the number of students meeting or exceeding math benchmark goals to: 2015=45%, 2016=55%, 2017=65% 				
Transformation Model	Model Implementation Plan	Timeline	Monitoring/Evaluation Plan	Budget/Resource Alignment
<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>
Replace the principal who led the school prior to commencement of the transformation model and grant the principal sufficient operational flexibility (including	<ul style="list-style-type: none"> Principal that is hired will possess competencies to lead the transformation 	<ul style="list-style-type: none"> July 2014-Principal hired 	<ul style="list-style-type: none"> Effective ratings on the Principal Evaluation System. 	The principal will be funded by the SIG. The assistant principal will be funded through M&O. We will utilize the following

<i>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.</i>	<ul style="list-style-type: none"> model. Assistant Principal will be hired to allow Principal to focus on leading Transformation Model. 	<ul style="list-style-type: none"> July 2014-Assistant Principal is hired 	<ul style="list-style-type: none"> Effective ratings on the Principal Evaluation System. 	resource while making the selection of the principal's position: School Turnaround Leaders: Competencies for Success from Public Impact
<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>	<ul style="list-style-type: none"> Implement the 2014-2015 GUSD Teacher and Principal Evaluation System. Evaluators will work on inner-rater reliability using Danielson Teacher Evaluation Framework and on how to implement Teachscape. Utilize Teachscape to conduct formal and informal observation on teachers. 	<ul style="list-style-type: none"> August 2014-June 2014 August 2014-June 2014 August 2014-June 2014 	<ul style="list-style-type: none"> Use end of year data collection to determine number of effective teachers. Evaluators are identified as certified evaluators for the Danielson Framework. Data collected and analyzed from reports generated from Teachscape 	Title Funding will be used to pay for Ganado Elementary and Ganado Middle School's Teachscape and PD on the Danielson Framework. Ganado High School Teachscape and PD will be paid by the SIG.
<i>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</i>	<ul style="list-style-type: none"> Implement the Teacher and Principal Evaluation System to determine payments allocated for increased student achievement. Follow established protocols and policies regarding teachers who are identified as 	<ul style="list-style-type: none"> End of the 2014-2015 School Year. End of the 2014-2015 School Year. 	<ul style="list-style-type: none"> Board approval on teacher and principal payouts for increased student achievement. Protocols and district policies are followed. 	Title monies SIG

	ineffective based on the Teacher Evaluation System.			
<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>	<ul style="list-style-type: none"> • Train evaluators on the Danielson Teacher Evaluation Framework and Teachscape. • Train teachers on the Danielson Teacher Evaluation Framework and on the GUSD Teacher Evaluation System • Develop PD plan for 2014-2015 school year • Implement PD plan • Teachers will review Pacing Guides and work in vertical teams to align curriculum. 	<ul style="list-style-type: none"> • July 2014 • July 24, 2014 • June 2014 • August 2014-June 2014 • August 2014-June 2014 	<ul style="list-style-type: none"> • Sign-in sheets, evaluators receive certification • Sign-in sheets, teachers sign Teacher Evaluation System verification form • PD Plan in place and evaluated • Teachers implement new strategies in the classroom • Teacher's lesson plans align with pacing guides. 	Title monies SIG
<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 the students in a transformation model.</i>	<ul style="list-style-type: none"> • Pay teacher stipends for attending PD on non-contract hours • Pay stipends PD for teachers seeking to become a NBCT • Pay teacher stipends for curriculum work 	<ul style="list-style-type: none"> • August 2014-June 2014 • August 2014-June 2014 • August 2014-June 2014 	<ul style="list-style-type: none"> • Sign-in sheets to record number of participants • Teacher's demonstrated improvement in teaching strategies and planning as documented on Teachscape. 	Title monies SIG
<i>Use data to identify and implement an instructional program that is research-based</i>	<ul style="list-style-type: none"> • PLC will be used to analyze student 	<ul style="list-style-type: none"> • August 2014-June 2014 	<ul style="list-style-type: none"> • Increased student achievements as 	Title monies SIG

<i>and vertically aligned from one grade to the next as well as aligned with State academic standards.</i>	<ul style="list-style-type: none"> data and to develop goals Benchmark assessments will be developed by teachers that align with Pacing Guides 	<ul style="list-style-type: none"> August 2014-June 2014 	documented on benchmark assessments, PEG writing, Fast ForWord, Reading Horizons and A+	
<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>	<ul style="list-style-type: none"> Academic Coach and Dept. Heads will monitor and document PLC sessions by agendas and goal setting worksheets. Student work will be collected to support that identified goals are met. Teachers will document differentiated instruction in their lesson plans. 	<ul style="list-style-type: none"> August 2014-June 2014 August 2014-June 2014 August 2014-June 2014 	<ul style="list-style-type: none"> Data notebooks, lesson plans are monitored for differentiated instruction and checking for understanding. District Pacing guides are followed. 	Title monies SIG
<i>Establish schedules and implement strategies that provide increased learning time.</i>	<ul style="list-style-type: none"> After School Tutoring Schedules will be developed and monitored and will include students identified as at risk. 	<ul style="list-style-type: none"> August 2014-June 2014 	<ul style="list-style-type: none"> Schedules, participation monitored A+, Reading Horizons, PEG Writing, Fast ForWord data monitored. 	Title monies SIG
<i>Provide ongoing mechanisms for family and community engagement.</i>	<ul style="list-style-type: none"> Collaborate with PAC to develop plan to decrease student absences STEM Family Nights 	<ul style="list-style-type: none"> August 2014-June 2014 Fall/Winter/Spring 	<ul style="list-style-type: none"> Strategic Plan to decrease student absences is developed Sign-in sheets, evaluation forms 	Title VII JOM AZ Race to the Top Grant

	<ul style="list-style-type: none"> • Parent Trainings 	<ul style="list-style-type: none"> • Fall/Spring 		
<i>Pre-Implementation- If requesting pre-implementation funds complete this section.</i>	<ul style="list-style-type: none"> • Hire GHS Social Worker • Summer PD as identified in PD Plan 	<ul style="list-style-type: none"> • July 2014 	<ul style="list-style-type: none"> • Increased attendance rate • Increased graduation rate • Decreased suspensions • Increased use of community resources 	SIG

LEA and School Three-Year Preliminary Planning Budget Template

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

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

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

LEA Preliminary Budget to Support Selected School Model(s)

Name of LEA:	Ganado Unified School District			
Support Activities	Year 1	Year 2	Year 3	Total 3 Year Grant Amount
Social Worker	53,760	54,835	55,932	164,527
SIG Data Entry Specialist	38,400	39,168	39,951	117,519
SIG Coordinator	53,670	54,835	55,932	164,527
Total	145,830	148,838	151,815	446,573

Transformation Model				
Name of Participating School:	Ganado High School			
Strategies	Year 1	Year 2	Year 3	Total 3 Year Grant Amount
Recruiting and hiring building principal	76,800	78,336	79,902	235,038
Teacher and principal evaluation systems	2,700	2,700	2,700	8,100
School leader, teacher and other staff rewards for increasing student achievement and high school graduation rates	15,360	15,667	15,980	47,007
Process for removing school leaders, teachers and other staff that have not after ample time increased student achievement and high school graduation rates	NA	NA	NA	NA
Ongoing, high-quality, sustainable job-embedded professional development aligned with instructional program	60,000	50,000	40,000	150,000
Incentives, career growth and flexible work conditions designed to recruit, place and retain transformation staff	10,000	10,000	10,000	30,000
Identify and implement an instructional program aligned to state academic standards	20,000	15,000	10,000	45,000
Assessment data review and analysis	NA	NA	NA	NA
Data systems	In Place	In Place	In Place	In Place
Increased learning time for students	Title Program	Title Program	Title Program	Title Program
Ongoing family and community engagement	Title Program	Title Program	Title Program	Title Program
Reading Interventions (RTI)	28,214	28, 214	28,214	84,642
Math Interventions (RTI)	6,900	6,900	6,900	20,700
Additional Reform Activities: Specify	NA	NA	NA	NA
Pre-Implementation Activities (Hire Social Worker)				
Total	219,974	206,817	193,696	620,487

Part II: Narrative- Ganado High School

Section A: LEA Readiness

Interest: The implementation of the Transformation Model at Ganado High School (GHS) would enable the school to develop a comprehensive plan that focuses on providing a high-quality educational program that will continue to increase student achievement. In addition, implementing a rigorous curriculum and instructional program enables students to master the AZ College and Career Readiness Standards and prepares them for college and careers. Upon reviewing our continuous improvement model and updating the districts needs assessment, we have identified our strengths and weakness. We have identified the need to improve our district-wide response-to-intervention model, develop community partnerships, develop plans to increase family and community engagement and continue working on eliminating bullying and student harassment. Teachers that are involved in the District Teacher Evaluation Committee have also re-written the teacher evaluation system to include the Danielson Framework and have expressed the need for self-reflection and informal observations to assist them in improving their daily instruction. Teachers have also identified professional development that they feel would improve their effectiveness as teachers and enable them to increase student achievement. The school improvement grant would prepare students for college and careers by providing them with resources to increase the rigor level of curriculum and instruction, and by implementing a comprehensive plan to identify students who may be at risk for failing to achieve high standards or to graduate with their cohort.

Systemic Approach: Ganado Unified School District is comprised of three Title I schools which include Ganado Elementary School (Pre-K to 5th grades), Ganado Middle School (6th to 8th grades) and Ganado High School (9th to 12th grades) with a total district student enrollment of 1,422 of which 95% are identified as Native American. Ganado Elementary School has a student enrollment of 599 with 92% of the student population identified as Native American. Ganado Middle School has a student enrollment of 338 with a student population comprised of 93% Native American. There are 64 certified teachers at both Ganado Elementary and Ganado Middle School and

each school has one principal, one guidance counselor and one parent liaison. Ganado Elementary School has two academic coaches and Ganado Middle School has one academic coach. There are currently 102 students in the district that have been identified as needing an Individualized Educational Program in order for them to become successful. 47% of those students have been identified as having a specific learning disability in either reading, writing or mathematics. A total of 81 students district-wide have qualified to receive language services as an English Language Learner.

Ganado High School has a student population of 505 students with 96% of the students identified as Native American. Ganado High School has one principal, one CTE Director and one Athletic Director, two guidance counselors, one academic coach, one reading specialist, one parent liaison, one technology assistant and 27 certified teachers. Ganado High School is planning to add the following new administrative and teaching positions for the 2014-2015 school year: one assistant principal, one science teacher and one alternative program teacher.

The vision of Ganado Unified School District is to be a professional learning community that focuses on students exceeding educational expectations. The mission of Ganado Unified School District is to ensure all students a quality education and strengthen Dinè cultural values for lifelong learning. The district has developed its educational program upon the Foundations of Learning which integrates traditional Navajo Philosophy into and throughout the curriculum of each of the schools. The Foundations of Learning include the following student goals:

Thinking to the East: Students will be proficient in the process of problem solving, in the skills of deductive and inductive reasoning, and in critical thinking skills which include analyzing, evaluating, synthesizing and distinguishing fact from opinion.

Careers to the South: Students will be knowledgeable about career opportunities and requirements, work ethics, community resources, consumer economics, and they will demonstrate the skills, abilities and attitudes necessary to get and keep a job. *Self and*

Social Awareness to the West: Students will demonstrate the knowledge, abilities and attitudes necessary for productive self and social awareness.

Respect and Reverence to the North: Students will possess respect and reverence to live in harmony with the earth, the universe and all living things and to walk in beauty wherever they may be.

Ganado Unified School District has established a strong foundation that will support the development and implementation of the Transformation Model at Ganado High School in order to dramatically increase student performance and to fulfill its mission and vision of ensuring a quality education that enables students to exceed educational expectations.

Desire for Change: As a district, we see the potential that each of our students has to become successful and contributing members of society as well as their ability to become high achievers academically. We also see the potential within our teaching staff to become highly effective teachers that are able to develop and implement rigorous instructional programs that will meet the needs of each of their students. We understand the importance of building capacity to sustain a quality educational system that will support the individual needs of students and staff. We have also identified the importance of recruiting and retaining effective instructional leaders that understand the roles they play in leading school improvement initiatives. Currently the 2013 Arizona Department of Education School Letter Grades have identified the following: Ganado Elementary School has earned a school letter grade of “B”, Ganado Middle School has earned a letter grade of “D” and Ganado High School has earned a letter grade of “D”. Our current leadership with the support of our Governing Board, has undertaken the challenge of reorganizing our schools to better meet the needs of our student enrollment, to capitalize on teacher and principal strengths and to address data trends that identified potential factors impacting student achievement. As a result, in FY 2014 Ganado Intermediate School and Ganado Primary School merged to become Ganado Elementary School that serves Pre-K to 5th grades, 6th grade was moved to Ganado Middle School so that a true middle school concept could be developed to include 6th, 7th and 8th grades. The 6th grade teachers have impacted the school culture and climate of the middle school by providing models of high student expectations, through teacher collaboration and a strong commitment to involving parents in their student’s educational program. The current district leadership and the Governing Board of

Ganado Unified School District are prepared to support the staff at Ganado High School in its implementation of the Transformation Model in order for them to continue to build upon the foundation they have built to develop a strong educational program.

Barriers: We have identified two barriers that may prevent us from implementing a successful transformation model at Ganado High School. One of those barriers is ensuring that highly qualified and effective teachers and administrators are hired and retained. Due to the rural location of our district, which is located in northeastern Arizona on the Navajo Indian reservation, it is difficult to recruit teachers to our district. Ganado High School has had seven different principals over the past ten years, which has impacted the school's ability to establish continuity and to develop and implement a sustainable school reform model. A second barrier is the mobility of our student population. It is not uncommon to have students enroll in school at the beginning of the school year, leave by November and return in February of that same school year.

Past Turnaround Efforts: Ganado High School participated in Arizona State University's TAP program during the 2010-2011 and 2011 -2012 school years. Part of the TAP model required weekly leadership meetings that were specifically focused on analyzing one piece of data at a time and then the development of a plan to address the needs identified by the data. Evidence was provided as part of the plan that identified the introduction of new learning and strategies implemented that would target the area of concern identified through analyzing data. This learning was carried out by a master teacher in weekly professional learning communities where student work was brought back to analyze from a specific strategy that teachers implemented in their classrooms. What limited the success of the turnaround effort was the change in administration and teachers at the high school, middle school and district levels. Administrators and teachers that participated in the training to implement TAP left before capacity building could be developed in order to provide sustainability of the reform efforts.

Continuous Improvement: Ganado Unified School District has several key elements of the transformation model currently in place, which includes the development of a rigorous and equitable evaluation system for principals and teachers that includes student growth data, and rewards for school leaders and teachers that demonstrate increased student achievement. The district provides stipends for teachers to work on

curriculum pacing guides to ensure alignment with the state standards. Each school has established professional learning communities that meet on a weekly basis during school time to discuss student progress and for lesson planning and evaluation. The district has also invested over one million dollars to upgrade its technology across the district which include increasing the number of laptop carts and computer labs in each school and new lap tops for instructional staff and principals. Academic Coaches in each school work with teachers to improve their teaching strategies, to assist teachers in analyzing data and to develop pedagogical skills. Although we have built the framework for our school improvement model and we have developed and implemented our district and school improvement plans based on each school needs assessment, we continue to identify weaknesses within our plan that we need to address. We have also identified what has been successful and we are building upon those strengths. This is all part of the school improvement process which includes analyzing, planning, implementing and evaluating. Possessing the ability to systematically identify our weaknesses has become a very important part of our school reform process and to address those weaknesses through problem solving and program planning and goal setting has been essential. Creating an environment of high expectations, accountability and collaboration have been crucial in implementing our strategic plans.

Support to Underperforming Schools: Ganado Unified School District currently works with each school in analyzing data to identify students at risk for not meeting the AZ College and Career Readiness Standards, to identify professional development needs and to develop a district-wide strategic plan that includes school improvement plans. Each school's principal, academic coach and teachers have met with the Director of Instructional Services to evaluate the progress of the school's strategic plan, to develop benchmark assessments that are aligned to curriculum pacing guides and to analyze student data to guide instruction. Further work needs to focus on developing goal setting worksheets to identify how each school will develop an intervention plan that will address students at risk. Plans will include action steps that need to be taken and a process for evaluating whether goals have been met.

External Supports: We are currently working with Assistive Technology Inc. (ATI), Renaissance Learning, PEG Writing, and AZ Dash Reporting Service to provide district-wide assessments and data collection information. Dr. Harvey Silver and the Arizona Department of Education have provided district-wide professional development opportunities for teachers that focus on Core 6 Essential Strategies for Achieving Excellence with the common core and how to implement ELL strategies. We also have twenty-two teachers that continue to participate in our Career Ladder Program and serve as mentors for new teachers. Ganado High School has used independent consultants to provide professional development services to their teachers. Preston Webster has provided training in Close Reading Strategies and analyzing student work, and Cindy Blodgett provided math consulting and coaching to math teachers. Both professional development opportunities assisted teachers in developing the skills needed to differentiate instruction based on student data. The high school implemented job-embedded professional development that provided short workshop style trainings so that teachers could learn a skill. They were then provided opportunities to apply those skills within the classroom with coaching support from the professional development trainers. The train-the-trainer model was also incorporated so that the academic coach could continue working with teachers to develop the new skills that they learned. The current external support systems that we have in place will support the implementation of the Transformation Model by providing technology-based supports that enable teachers to identify at-risk students and that provide intervention support on identified concept development. On-going, high quality job-embedded professional development and analyzing student data will continue to be a priority that will support the transformation model.

Stakeholder Involvement: The Ganado Governing Board has been informed of the school initiatives through retreats and monthly updates. They have asked questions at board meetings to clarify processes and they have supported growth processes. Parents and community members have been informed of the school reform process through weekly bulletins, quarterly parent teacher conferences, and quarterly informational letters. Administrative leadership team members have presented at local chapter meetings and at Parent Advisory Committee (PAC) meetings to inform

community members and parents regarding student achievement, school letter grades and our plan to meet identified goals. We have requested the help of the PAC in developing a plan that will address our student attendance issues. Parents have opportunities to express concerns or provide input during monthly board meetings as identified on the board agenda as public input. The Ganado High School leadership team has been an integral part of the School Improvement process. The leadership team consists of school administrators and department chairs. The team meets twice a month to discuss and make decisions regarding current data (academic, social, and behavioral). The committee members are then required to inform department members and get feedback to bring back to the leadership meetings.

Section B: LEA Commitment and Capacity

Stakeholder Buy-In: Open and honest communication and collaboration with all stakeholders is highly valued at Ganado Unified School District. During the current school year, we have met with school board members in work-study sessions on August 2-3, 2013 and on January 24-25, 2014 that focused on student achievement data, the development of strategic plans and evaluation of progress. It is important that we continually inform the school board members of our ongoing progress toward meeting our student achievement goals and we value their input regarding implementation of our transformation model. School district administrators and school personnel have presented information to parents and to the community at Parent Day functions. On October 31, 2013, Wylma Arviso (Academic Coach) presented “Understanding Common Core Standards (in Navajo)” during the 2013 Fall Parent Conference. On February 19, 2014 Jeanna Dowse (Director of Instructional Services) presented “GUSD Curriculum Goals” at the Parent Advisory Committee and Indian Education Committee Spring Work Session and “GUSD’s Focus on Education and Learning” on May 1, 2014 at the 23rd Annual Parent Day. The district superintendent schedules monthly Leadership Team Meetings to discuss issues. Leadership meetings that were held on November 4, 2013, December 2, 2013, January 6, 2014, March 10, 2014, April 7, 2014, and on May 13, 2014 specifically addressed issues related to our school improvement process and were identified as implementation steps within our District Strategic Plan. The Ganado High School Principal, Robin Pete, sent home a total six letters to parents

throughout the school year to maintain open and transparent communication with parents and to take steps to eliminate bullying and student harassment by implementing a Peace Makers Court.

Operational Flexibility: The district Director of Instructional Services will work collaboratively with the Ganado High School Leadership Team in their implementation of the Transformation Model. The Governing Board approved a new Teacher Evaluation System after the district evaluation committee reviewed and made changes to the system to include the use of the Danielson Teacher Evaluation as part of the formal evaluation system. The district evaluation committee is comprised of teacher and principal representation from each school site. Ganado High School develops its own parent and student handbook that the governing board is required to approve for each new school year. Teachers collaborate, and develop their own curriculum pacing guides and curriculum maps for their own grade level or content area. Governing board policy details the process school administrators follow when they feel that termination of a staff member is necessary.

Competency-Based Selection: Ganado Unified School District recognizes that effective school leaders significantly influence student learning and that they play an important role in nurturing a positive school culture and climate conducive to implementing and leading a successful change process. School leaders need to possess competencies in order to adequately support successful implementation of the transformation model. GUSD is committed to hiring a high school principal that possesses the four clusters of competencies as identified in the School Turnaround Leaders: Competencies for Success from Public Impact which are: Driving for Results Cluster (achievement, initiative and persistence, monitoring and directedness and planning ahead), Influencing for Results Cluster (impact and influence, team leadership and developing others), Problem Solving Cluster (analytical thinking and conceptual thinking), and Showing Confidence to Lead (self-confidence). It is important that the principal at Ganado High School (GHS) demonstrate a strong desire to achieve outstanding results and possess a task-oriented mind set while understanding the importance of weaving an understanding of how adult learners respond to change and adapting behaviors in order to cultivate a positive school culture and climate. They

must also possess the ability to set high goals and consistently make well-planned efforts to achieve those goals despite barriers. Ganado Unified School District has developed a principal evaluation system that will target these competencies and will reward principles for an increase in student achievement.

Teacher Effectiveness: Ganado Unified School District (GUSD) is currently implementing a teacher evaluation system that was developed by teachers and school/district administrators. The teacher evaluation committee has taken the initiative to re-write the current evaluation system in order to better meet the needs of teachers to develop skills in order to increase student achievement of all students, which was approved by the governing board on May 7, 2014. The district will begin developing a teacher mentorship program that will be implemented during the 2015-2016 school year when the Career Ladder Program ends. This program will ensure that the needs of new teachers are being met and that their teaching skills are developed.

Instructional Infrastructure: Teachers across the district have worked to align their curriculum and instruction to the Arizona College and Career Readiness Standards by developing pacing guides and curriculum maps. The district has implemented a district wide assessment system that requires benchmarks to be given to monitor student progress in grades KG to 12th grades in reading, writing and mathematics. Benchmark assessments were developed for 3rd, 4th and 8th grade science classes and for high school geology, biology, and physics classes. Professional Learning Communities within the district are then required to analyze the benchmark data and identify students that need an intervention program.

Model Implementation: The governing board has adopted a rigorous teacher and principal evaluation system and have merged schools in order to meet the needs of students and are open to approving SIG grant positions that will enable GHS to increase student achievement.

Evaluation: GUSD is planning to continue working with ATI, Scientific Learning (Fast ForWord), ACT, AP Exams, AZ Dash, and PEG writing to help evaluate and monitor student progress. The district plans to include Teachscape to assist with evaluating and monitoring teacher effectiveness and to contract with the Danielson Group to provide

professional development on the teacher evaluation framework. The district will evaluate the National Institute for School Leadership to help develop principal's leadership skills.

External Providers: When selecting external providers, GUSD will utilize the guide provided on http://www.learningpt.org/pdfs/External_Provider_Guide.pdf. An action research method will be implemented to evaluate the effectiveness of a programs contribution to increasing student achievement. Processes will developed to ensure fidelity with the programs implementation.

Alignment of Resources: Currently GUSD is implementing several components of the Transformation Model within its current strategic plan. The district will continue to revise the strategic plan in June of 2014 to include additional components that will need to be included after the other schools complete their needs assessments and evaluation current student data.

Fiscal Capacity: GUSD's superintendent works closely with the district business manager will ensure that the district has the capacity to manage funds in accordance with applicable Federal and State statues, regulations, program plans, and General Statement of Assurance. The district participates in self-audits and closely monitors expenditures.

Sustainability: The district is currently focusing on ways to recruit and retain highly effective teachers and principals. Currently, the district is working to redesign the district website to attract staff by designing a high quality and information district website. The governing board adopted a new salary schedule which places GUSD as one of the highest paid teacher baseline salaries. Stipends and incentive pay is built into the salary schedule and evaluation system. The district utilizes the continuous improvement model to implement its district strategic plan. The district will be eliminating ineffective programs that have been purchased by the district that are not yielding intended results.

Section C: Needs Assessment

Current Conditions:

Intervention 1: Strong, Effective Leadership-The current principal at GHS has a minimum of two years as a high school principal and exhibits competencies in most

areas of driving and influencing for results, problem-solving and showing confidence to lead. We need to work on refining administrative roles so that they can more directly support and monitor classroom instruction through the development of systems and processes for teachers to analyze and monitor student data and classroom instruction and to share those roles with all stakeholders.

Intervention 2: Effective Teachers- GHS has implemented a formal policy for organized weekly teacher collaboration time during the work day for teachers to work in vertical and horizontal teams for the purpose of improving instruction for all students, an academic coach works with teacher, and the school has created a professional development plan. The LEA does provide professional development that is relevant to school needs. The LEA currently does not transfer effective teachers, administrators and instructional coaches from performing schools to the Priority/School but will if the opportunity arises.

Intervention 3: Instructional Time- Both the LEA and the schools have created extended learning time but an evaluation plan will need to develop in order to monitor its effectiveness.

Intervention 4: Instructional Program- The district/school has implemented a standards-based curriculum that is fully aligned with AZ College and Career Readiness (ACCR) Standards; however, there is not flexibility to meet the needs of all students because all teachers are not utilizing differentiated instruction. We will need to create policies and procedures to ensure school leadership and instructional teams examine student work for evidence of that instruction is aligned to the ACCR standards. We also need to provide time for teachers to work collaboratively on vertical alignment.

Intervention 5: Data-Informed Program- LEA and school-level formative and summative assessments in literacy and math have been identified in grades KG-12th. Science assessments have been identified for grades 3rd, 4th, 8th and in Geology, Physics, and Biology. Initial steps have been taken to create a formal plan for training and supporting teachers in using data.

Intervention 6: Environmental/Non-Academic Factors- There is strong evidence that a plan for systematically sharing information and working collaboratively with stakeholders to achieve the district and school vision and mission is in place. We do need to develop

a more comprehensive plan that supports students at key transfer points within our school system.

Intervention 7 Stakeholder Engagement. Engaging Families and Communities has proven to be our weakest area. We need to increase our efforts to increase effective parental involvement, to include parents on our school improvement teams, and to evaluate plans once they are developed.

Student Performance:

Based on the AIMS assessments, 10th grade students at GHS have underperformed students in the state of Arizona in reading, mathematics, writing and science consistently from 2009 to 2014. However, spring 2014 AIMS results revealed that GHS 10th grade students increased their scores in reading by 14%, in writing by 15%, and in math by 10%. Science scores dropped by 3% points. In the area of mathematics, students in the 10th grade are demonstrating the greatest difficulty in Strand 3: Patterns, Algebra and Functions and with Strand 4: Geometry and Measurements. When AIMS 10th grade spring 2013 and 2014 results in mathematics are compared, students improved in the areas of number sense and operations and in data analysis, probability and discrete mathematics. Spring 2014 results revealed that 18 juniors scored within the “approaches” category and 27 juniors scored within the “falls far below” category. Spring 2014 results revealed an increase in writing by 15%, but it also identified that students in all cohorts are having difficulty with the Ideas and Content/Organization. When 10th grade AIMS spring 2013 and 2014 results are compared, students demonstrated an increase in the reading process, specifically comprehension. AIMS results by cohort were analyzed over the past six years in reading, writing, math and science. The current 10th grade cohort demonstrated the greatest percentage of students meeting and exceeding the AIMS Reading test since results were first documented in 2008.

The team analyzed the ACT Average Composite Scores by Subject report obtained from the AZ Dash Reporting Services site. Results for GHS in English showed an average score of 12.5 with the state average at 18.7. In mathematics, GHS average was 15.5 and the state average was 20.5. In reading, GHS average was 14.2 and the state average score was 19.9. In science, GHS average score was 16.0 and the state

average was 19.6. Comparing average composite scores for GHS over the past three years revealed no dramatic increases or decreases with average composite scores identified as 14.9, 15.2 and 14.7.

A summary report that was shared with the GUSD governing board on STAR Reading results for grades 9th through 12th grades revealed the following percentage of student's Instructional Reading Levels are at or above grade level: 9th=6.2%, 10th=5.4%, 11th= 0%, 12th=0%. Teachers and administrators have expressed concern with the reliability of the results of the instructional reading levels so we are currently evaluating other programs that may give us more accurate results and include an intervention component to address student reading process and skills development.

The leadership team evaluated attendance data obtained from School Master and reviewed attendance data trends obtained from the AZ Dash Reporting Services. Based on data from School Master, GHS students had an average attendance rate of 88.2% for this current school year. The Absence Category Trend for 2013 obtained from AZ Dash revealed that 72.2% of the students missed more than 10 days and 17.7% of the students missed between 6 to 10 days of school for that year. The team reviewed the details of the 76 suspensions that occurred during this current school year. There were 50 suspensions for drug/alcohol related offenses, 15 for fights or assaults and 11 for insubordination. Of the 76 suspensions, 17 of those resulted in long-term suspensions because there were 2 or more major offenses, which include drugs, alcohol or insubordination. The team also identified that there are currently 60 students in grades 9th-12th that were currently earning a letter grade of F in at least one class.

The team also reviewed the Graduation rate for GHS and compared that data to the graduation rate for the state of Arizona. For Cohort Year 2013, GHS had a graduation rate of 56% while the state graduation rate was 75%. In Cohort Year 2012, the graduation rate for GHS was 68% while the state graduation rate was 77%. In Cohort Year 2011, the graduation rate for GHS was 66% and the state graduation rate was 78%. Ganado High School has implemented a credit recovery program this current school year and has developed an intensive after school tutoring program for students that are not on course for graduating.

Primary Concerns/Root Causes: After reviewing our Needs Assessment and analyzing student achievement data the team feels that the primary concerns are:

- 1) Lack of curriculum rigor and vertical alignment that will prepare students to be successful on state mandated exams and the ACT, which may contribute to their overall success in college and/or in future careers. The root cause of this problem is contributed to the lack of job embedded professional development opportunities for teachers in their ability to teach more rigorous standards. Also a lack of adequate teacher preparation and planning for daily instruction.
- 2) Not all of the teachers developed comprehensive pacing guides for their content area and not all of that were developed were followed.
- 3) Lack of a comprehensive intervention program that will benefit students that are identified as “at risk” for not meeting AZ College and Career Readiness Standards or who may not graduate on time. The root cause of this is the lack of resources that are currently available to teachers including appropriate intervention programs, technology, and time for instruction and lack of personnel.
- 4) The high absentee rate and number of students suspended for drugs and alcohol, fighting or insubordination. The root cause of this concern is a lack of parental and community involvement, a lack of resources, and a lack of school personnel to deal with students in crisis or to identify intervention resources to support families in need.

Section D: Program Plan, Program Budget and Monitoring

After reviewing the District Strategic Plan, the needs assessment, and our vision and mission, Ganado High School will be implementing the Transformation Model in order to increase student achievement. A new principal and assistant principal will be hired for the upcoming school year. The Governing Board approved the assistant principal because he understood the importance of providing time for the principal to focus on being the instructional leader at the high school. Individuals hired for these positions will possess skill identified in the School Turnaround Leaders: Competencies’ for Success from Public Impact. A rigorous, transparent and equitable evaluation system for teachers and principals has been board approved and will be implemented. The district will be utilizing Teachscape to conduct informal and formal observations and

to allow teachers to review and reflect on feedback provided them by trained evaluators. Teachers and evaluators will receive training on both Teachscape and on the Danielson Teaching Framework. The academic coach and principal will work directly with teachers when they review observation results and they will discuss instructional strategies observed. A professional development plan will be developed in June of 2014 that will target the instructional strategies that will increase the level of rigor in the curriculum, how to implement and monitor intervention programs that target identified skills, teaching strategies to teach identified mathematics and writing skills. All professional development opportunities will be job-embedded to allow teachers time to acquire and successfully new pedagogical skills. Teachers will be compensated for any professional development training that is outside of their contract. An evaluation was completed this school year on current instructional programs and those that are ineffective will be eliminated and replaced with more effective programs and that will target reading, writing and mathematics. Teachers have completed Pacing Guides for FY 2014-2015 and the final guides will be placed on the district website in June 2014. The Parent Advisory Committee has developed a “draft” of their Strategic Plan for Truancy, which will help address the concern regarding student attendance rates. The STEM committee will be hosting family STEM nights across the district, which will allow time for parents to engage in activities at school. The Pre-Implementation plan will require the recruitment and hiring of a social worker for Ganado High School in order to address truancy, drug/alcohol use, and to identify resources to help support students and families in crisis. Teachers and administrators will receive training on Teachscape and the Danielson Framework in July of 2014, prior to the start of the new school year. (Refer to Attachment E)

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

Section E: Three-Year Preliminary Budget

Refer to **Three-Year Preliminary Planning Budget Template (Attachment F)**