

# 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>	Globe Unified School District #1		
<b>Mailing Address:</b>	460 N Willow Globe, AZ 85501		
<b>CTDS #:</b>	040201000	<b>Entity ID #:</b>	4208
		<b>NCES ID#:</b>	287
<b>Superintendent:</b>	Jerry Jennex		
<b>Mailing Address:</b>	460 N Willow Globe, AZ 85501		
<b>Telephone #:</b>	928-402-6013	<b>Email:</b>	jerry.jennex@globeschools.org
<b>Signature:</b>			
<b>Program Contact Person:</b>	Debbie Leverance		
<b>Mailing Address:</b>	460 N Willow Globe, AZ 85501		
<b>Telephone #:</b>	928-402-6070	<b>Email:</b>	deborah.leverance@globeschools.org
<b>Signature:</b>			
<b>Fiscal Manager:</b>	Jennifer Kinnard		
<b>Mailing Address:</b>	460 N Willow Globe, AZ 85501		
<b>Telephone #:</b>	928-402-6030	<b>Email:</b>	jennifer.kinnard@globeschools.org
<b>Signature:</b>			
<b>Total LEA Request:</b> Indicate the total amount of funding you are requesting for both LEA and School. <b>Please note:</b> 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>
\$1,000,000.00	\$625,000	\$300,000	\$1,925,000

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

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

**Section B: LEA Level Participants/Schools to Be Served**

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

**LEA Level Participants**

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

Name	Role	Email	Telephone #
Jerry Jennex	Superintendent	jerry.jennex@globeschools.org	928-402-6013
Jennifer Kinnard	Business Manager	jennifer.kinnard@globeschools.org	928-402-6030
Debbie Leverance	Coordinator of Special Projects	deborah.leverance@globeschools.org	928-402-6070

**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
Globe High School	04035000287	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**

<b>LEA Name:</b>	Globe Unified School District #1
<b>School Board President Signature:</b>	Jacque Cline-Griffin
<b>Superintendent Signature:</b>	Jerry Jennex

**School Information & Signatures**

<b>Site #1 Name:</b>	Globe High School		
<b>CTDS #:</b>	040201004	<b>Entity ID #:</b>	4855
<b>Principal Name:</b>	Robert Armenta		
<b>Telephone #:</b>	928-402-6111	<b>Email:</b>	robert.armenta@globeschools.org
<b>Is school currently receiving a School Improvement Grant funded through 1003(a) funds?</b>			<b>NO</b>
<b>Principal Signature:</b>			
<b>Site #2 Name:</b>			
<b>CTDS #:</b>		<b>Entity ID #:</b>	
<b>Principal Name:</b>			
<b>Telephone #:</b>		<b>Email:</b>	
<b>Is school currently receiving a School Improvement Grant funded through 1003(a) funds?</b>			<b>YES      NO</b>
<b>Principal Signature:</b>			
<b>Site #3 Name:</b>			
<b>CTDS #:</b>		<b>Entity ID #:</b>	
<b>Principal Name:</b>			
<b>Telephone #:</b>		<b>Email:</b>	
<b>Is school currently receiving a School Improvement Grant funded through 1003(a) funds?</b>			<b>YES      NO</b>
<b>Principal Signature:</b>			

## 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 21st day of May, 2014, by and between Globe Unified School District #1, 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.

Jacque Cline-Griffin

\_\_\_\_\_  
Name of Board President

\_\_\_\_\_  
Signature of Board President

Jerry Jennex

\_\_\_\_\_  
Name of Superintendent

\_\_\_\_\_  
Signature of Superintendent

Deborah Leverance

\_\_\_\_\_  
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.

## Part II: Narrative

### 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:** Our district is a poorly performing district. We acknowledge that status, but we know that our students and our teachers have the potential to perform and produce at top levels. Globe has not had a district-wide, research-based vertically integrated instructional program in the recent past. We have not garnered family support and sustained interest rigorous academics. We have not always been successful in retaining high-performing teachers. We are overdue and ready for bold change. In the current year, our district adopted two major initiatives to support all teachers, all administrators and all students working together to increase student achievement. We see this as a beginning, but we also know that we have big challenges ahead. The transformation model is a tool that we can use to support and sustain the changes and success we envision.

We are fully committed to:

- supporting our principal with the necessary operational flexibility,
- employing our newly adopted teacher evaluation process as an avenue for professional growth,
- rewarding highly-performing teachers while removing non-performing teachers,
- developing financial and other incentives to recruit and retain top quality staff,
- using data to guide and monitor our instructional programs' articulation and effectiveness, as well as to focus differentiated instruction as needed to meet student needs,
- modifying school schedules as needed to maximize learning time, and
- providing opportunities and creating strategies to build family and community engagement.

2. **Systemic Approach:**

Located in south-central Arizona, Globe Unified School District #1 is 276 square miles in size. The rural district (one elementary PK – 4, one middle-school 5-8, and one high school 9-12) serves 1190 students in the City of Globe and 79 in the City of Miami. In addition GUSD serves 119 students from Claypool, 251 from San Carlos, 133 from Peridot, 3 from Gold Canyon, 3 from Roosevelt and 5 from Bylas for a total enrollment of approximately 1783 students.

Globe High School has a certified staff of 25 highly-qualified teachers serving 559 students. More than 50% of the student population is low- income and at-risk. 158 are Hispanic, 1 is African American; 161 are Native American; 12 are Asian and 227 are White.

**Purpose and Direction:** Globe High School is school with a tradition of providing the best possible education for its students. Globe Unified School District is in the process of culture change and a new direction. The vision of "Capturing Hearts, Empowering Minds" is the culture change that is driving schools engagement in a systematic and comprehensive process to review, revise and communicate the schools vision and mission to the stakeholders.

Globe High School website [globehighschool.org](http://globehighschool.org) provides information to stakeholders in a variety of ways. The activities calendar adds a form of communication to provide parents and the community

information about what's going on at Globe High School. Information on the calendar covers areas such as testing, sports, Arts, JROTC, CTE/JTED, counseling, GEAR UP services, scholarship information, Photography Class web-page. The GEAR UP grant coordinator is also the counselor for the grant and she provides information to parents on a regular basis for 2014 cohort.

We are working to improve the communication with stakeholders and developing a program for parent involvement. Superintendent provided a State of the District Message earlier in the year to present the vision and mission of our district and where do we go from here. The Arizona State report cards placed our school as a "D" school. We have a plan and we will stick to it to improve the quality of education, academic rigor, and provide programs to help our students succeed and believe they can accomplish academic goals.

***Leadership:*** School Board policies are written to support school practices and ensure effective administration of all schools at all levels. Policies are regularly reviewed and updated to reflect the best practices in school governance. The policies provide for effective supervision, assessment, instruction, superintendent support, and board support for accomplishing district and school goals. The board holds the administrators, teachers, and students to a high standard and promotes growth at all levels. The board has supported and approved a plan for a change in culture and curriculum throughout the school district. The vision of "Capturing Hearts, Empowering Minds" is supported by the mission statement that Globe Unified School District #1 will use its resources to emphasize academic achievement, promote lifelong learning and encourage community and global service.

Collaboration between schools in the district seldom occurs, however we will be looking at ways to improve involvement between schools. Our Agriculture program is engaged in collaboration with the elementary and middle schools, and we have established a leadership course of study for 8th grade students with the help of our JROTC program. These programs are creating interschool connections.

A board-approved teacher evaluation process is in its second year and it will focus on improving professional practice and student success. Continued observation and evaluation of teachers will help to effectively monitor and adjust professional practices for school improvement. The evaluation will help ensure we have effective to highly effective teachers in our classrooms. Overall the school board has been very supportive of the needs for the education of our students. Communication is a very important tool in education. Our staff would like to see more interaction from the school board with on-site visits and communication meetings.

***Teaching and Learning:*** Administrators and teachers use multiple assessments to monitor and adjust curriculum and instruction. Teachers develop instructional strategies that are designed for student success and achievement. Assessments are used for all level learners to provide students with a plan for success and academic achievement. Teachers have access to Beyond Textbooks Wiki curriculum maps and standardized documents and assessments. Teachers are implementing researched-based instruction strategies that will provide effective feedback for improving instruction and making adjustments. Teachers utilize technology to enhance the instructional and learning process. Students use technology as a learning tool. Our school has four computer labs and a library equipped with computer resources for students. One of the computer labs is specifically designed for alternative education.

Additional courses have been added to enhance the curriculum and the continued use of the dual credit program with the local college continues to provide students the opportunity for growth and college and career readiness. Partnership with Gila Community College has made it possible for our school to offer dual college credit courses. Our district will pay for 6 college dual credits per semester. Our Career and Technical education program offers 17 different programs for our students. Our goal is to create the best college and career programs in our county.

Communication and teacher student relationships are being establish with classroom social contracts and sharing of good things in an effort to capture kids' hearts, which promotes student engagement in the learning process. Teachers are encouraged to establish and continue communication with parents on student progress. We are in the process of improving the communication between school staff and parents.

Our current school staff has volunteered and has adjusted their schedules to help utilize the instructional time available to benefit our students. Our curriculum matrix reflects the addition of a reteach program designed to help students that have not mastered the standards to receive credit and academic success. The addition of a reading program to promote literacy needs has been implemented. The second semester schedule has been modified to fulfill the needs of all students and to support the direction of the school's educational program.

***Resources and Support:*** Globe High School's main building will be 100 years old in September 2014. Preventive maintenance is always a concern and continual checks of operating systems are conducted to provide a safe, clean, and healthy environment for all students and staff.

Our school is equipped with four computer labs and a library equipped with two computer sections for use by students and staff. Most classrooms are equipped with overhead projectors and Apple TV. There are five classrooms equipped with large flat screen TV's and Apple TV to enhance the learning process. The school is equipped with a general PA system in the main building, gym, cafeteria, and Science building for communication. We are in the process of applying for a grant to improve the overall quality of the PA system, which does not allow us to have general announcement in our JROTC facility at this time other than by two-way radio or telephone.

The school district has added a Transitional Specialist to help the needs of our Native American Students and all students at risk. The position is half funded by our school district and a Johnson O'Malley (JOM) grant. She is currently shared by all schools in the district. We have created an Academic Advisor position to work with all student needs for curriculum, advisement, and counseling. Our school is also a GEAR UP grant school directed by and Eastern Arizona College grant to service the needs of the 2014 cohort.

Globe High School has received a grant funding supporting and started a robotics club which successfully competed in the spring of 2014.

***Using Data for Decision-making:*** Teachers maintain the use of assessment data to drive instruction. Teachers are tasks to develop assessment for their content curriculum. Credit recovery teachers use ALEKS and A+ plus online curriculum assessment to prescribe a prescription for course work to be completed by each student at all learning levels. Teachers engaged in reteach

classes conduct assessment to identify the specific standards that students have not mastered. Students are given the opportunity to complete course work and master the essential standards. Data from AIMS, ACT, ASVAB, Stanford 9 tests are used as well to determine curriculum and interventions needed to support student needs. Data is analyzed to improve curriculum and creation of a curriculum to prepare students to be college and career ready.

**Desire for Change:** The current year has been a year of change. None of us are willing to continue to do the same things we've always done. We have a new superintendent, who, after a year of observation and fact-finding, is challenging administrators, teachers, staff, families and students to take risks and to be bold in the effort to raise student achievement. As he likes to remark, "We are in it for the long run." Our district is now working more collaboratively, and with greater unity of purpose. There are teacher-leaders and potential teacher-leaders in place. The process of change is underway, we are committed – but we can use all the support we can get! We know we need more professional development in a variety of areas, more funding to reward and retain effective teachers, and to replace ineffective ones. We need an up-to-date system of collecting timely data and using it to intervene and enhance in a timely and effective manner. We need to do a better job of connect with and involving all our families. Globe District is facing the direction of significant change; embracing the turnaround model can be both a catalyst and momentum towards the goal.

3. **Barriers:** Some challenges to full support of the transformation model may be overcoming current perceptions and practices of some staff, community members and students. We will need to move from a culture of low expectations to one of high aspirations.
4. **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?
5. **Continuous Improvement:** The School Improvement Grant opportunity aligns well with both the GUSD and GHS overall Continuous Improvement Plans.  
GUSD Continuous Improvement Plan Goals:
  - Systematically align programs, resources and practices to focus on realizing high expectations.
  - Focus on "Capturing Hearts and Empowering Minds" through recruiting, inspiring, training and retaining a high quality staff.
  - Align curriculum and instructional systems with AZ state standards and guide instruction in core areas at all grade levels using Beyond Textbooks.
  - Support appropriate interventions and extended learning services.
  - Strengthen instruction through the use of data to differentiate and provide alternative means for students to achieve proficiency in literacy and math. All teachers and collaborative teams will regularly evaluate student benchmark and summative data to identify needs and strengths to address learning deficiencies.
  - Support, plan and assist in meaningful interactions among all stakeholders that impact student achievement.

GHS is in the process of revising the school plan to incorporate the recommendations of the AdvancedED report. The plan will include the following goals:

- Align and adjust the curriculum, instruction, and assessments being utilized throughout the school in response to data from formative and summative assessments and a systematic examination of professional practice.
  - Design and initiate a comprehensive written assessment plan that is effectively aligned to the school's content standards and is systematically utilized for instructional decision-making at the classroom and school levels.
  - Plan and engage all instructional staff in professional development training in the area of data analysis with a special focus on the disaggregation of relevant student achievement results.
  - Engage stockholders effectively in support of the school's purpose and direction.
6. **Support to Underperforming Schools:** Currently, all three district schools are underperforming. To support all district schools, district-wide programs have been implemented in the current year: Beyond Textbooks curriculum support program and Capturing Kids' Hearts. Our highest priorities were to ensure that we develop both a complete and well-articulated curriculum and a learning community culture focused on safety and caring. These two programs provide a framework for improving both curriculum and school culture. The superintendent has been a vocal supporter of both programs and active among the schools and within the community to publicize the efforts of the school community to raise student achievement using these tools. Funding for training has been set aside by the district and full participation by all related staff strongly encouraged. The district has also directed that all schools extend learning time through Friday School. (We are on a four-day school week.) Funding is set aside by the district to provide transportation for extended learning. Moving forward, the district monitors program implementation progress within all schools. The superintendent encourages participation in planning and decision-making by school and district administrators whenever possible. One strategy for gathering input for prioritizing school needs is through our district admin council, which meets weekly with the superintendent and includes everyone with management responsibilities from principals and technology coordinator to cafeteria supervisor and transportation director. Presently, district focus is on facilitating improved implementation of Beyond Textbooks and Capturing Kids' Hearts in the coming year as well as choosing an assessment system that can be used district-wide and providing training in its effective use.
7. **External Supports:** Globe Unified currently partners with Beyond Textbooks, adopting its framework to increase student learning. Through this partnership our teachers access ongoing professional development on standards, differentiating instruction, effective reteach and enrich program implementation strategies and RTI systems; as well as technical facilitation of the Beyond Textbooks wiki (including how to access all of Vail's digital curriculum calendars, unwrapped documents, formative assessments, and teacher created resources that are congruent to specific standards. The Flippen Group is another external partner working with Globe to train and sustain productive implementation of the Capturing Kids' Hearts program. This group provides tools for administrators, faculty and staff to build positive, productive, trusting relationships — among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance. Our goal is to have 100% of district employees complete the basic three-day training and to continue to use coaching and follow-up training

provided by this partner. The district is currently deciding on a partner to provide and train staff in the use of a data and assessment management system. We see the direction we need to move and we can envision the steps we can take with sufficient funding and training opportunities.

8. **Stakeholder Involvement:** Our superintendent publically informed the school board (with whom both he and the principle have a great working relationship) about our intention to complete a grant application as soon as the grants were announced, receiving positive feedback. While we have not received much direct feedback on this specific application, the district, and the school, has been working closely with the board, parents, community members, teachers and staff acknowledging the poor school performance and encouraging involvement in the development and revision of improvement plans. In 2013 – 14 the high school completed the AdvanceED accreditation process as well as Title I monitoring. Teachers, parents, administrators and staff were as part of these processes, as well as through surveys sent out on a regular basis by the school or district to encourage community feedback. Each school has a site council and plans to encourage parent involvement in school decision-making. Teacher suggestion and leadership are encouraged in all schools and regular meetings, open to discussion are regularly held. The district admin council meets weekly to share concerns, suggestions and research. Both our superintendent and current high school principal make themselves very available to parents and the community, not only with 'open door' policies, but through their presence at school and community events. Our stakeholders are aware of the current level of school performance and understand the need for change to improve student achievement.

## **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:** As we are completing this application during the last busy weeks of the school year, we have focused on broad goals and purposes that support and enhance the direction of improvement that our community of stakeholders has been supporting all year. Looking ahead, should our grant application be approved, we know that we will need to immediately consider how to gather our stakeholder groups in order to inform, solicit input and elicit support. Areas for action include:
  - a. Facilitate parent participation in setting goals and choosing strategies (Principal is currently working on school parent involvement plan with the help of parents, Parent recruitment drive planned for July Meet the Teachers event)
  - b. Developing community organization and business partnerships. (Initially, work with teachers and admin to encourage staff to take advantage of offers made by community and business partners. Sometimes careful planning is necessary to take advantage of offers.)
  - c. Involve teachers in making decisions about how to organize and conduct their work holding them accountable for results and rewarding improved student performance. (Planning meetings need to be arranged as soon as grant is approved.)
2. **Operational Flexibility:** The superintendent has committed to ensure flexibility in district oversight and to support necessary changes to enable GHS to implement the interventions fully and effectively.
3. **Competency-Based Selection:**  
Globe High School has had five principals in the past seven years. Robert C. Armenta (Bobby) was appointed principal on July 15, 2012 just five days after a new superintendent arrived. Mr. Armenta was

selected based on his experiences and competencies. The new superintendent met with Bobby over several days for many hours asking him how he would handle situations, how he would involve himself in the community, how he would gain “buy-in” from the community for transformational efforts, what he would do to improve the instructional effectiveness of the teaching staff, and other “skill-based” questions. Mr. Armenta brought a unique perspective to the role of principal due to his previous career in management in the mining industry. He shared examples of how the experience gained from being in a data driven industry (the power of the bottom line) had impacted his perspective on what it takes to transform a low-performing school to higher achievement.

Mr. Armenta has worked closely with the board and superintendent to begin to transform the learning environment at Globe High School. The district implemented the “Beyond Textbooks” curriculum calendaring system in August of 2013 after providing training for all of its teachers and administrators. The district also trained more than 90 percent of its teaching staff in the “Capturing Kids’ Hearts” student engagement processes in the summer of 2013. All but one of the Globe High School teachers received this training. Mr. Armenta should be considered as a new principal in light of the short time he has served as GHS principal. He has already begun transformational activities and training at Globe High School and will continue to implement those changes. Globe Unified School District does not plan to replace Mr. Armenta due to the relatively short time he has served in his role. The district believes that he is the transformational agent that will lead GHS to greatly improved student achievement. He demonstrates superior performance in each of the Turnaround Leader Competencies Clusters, particularly in the following:

- Persistent Pursuit of High-Risk Goals and Improvement: Maintained consistent focus on school improvement goals.
- Significant Extra Effort: Voluntarily initiates and follows through on new work project that is not assigned by others, and tackles significant barriers as they arise.
- Fires Low Performers: Effectively persuades low performers to resign, follows appropriate legal procedures to document unsatisfactory performance
- Plans 1-2 Years in Advance: PARCC and AZCCR standards preparation for staff and students
- Tailors Three Actions or Uses Indirect Influence: working with school board, alumni, athletic connections, businesses, and staff to start and fund important student programs
- Communicates a Compelling Vision to Motivate Discretionary Effort: (Leadership in implementing Capturing Kids’ Hearts and the effort to bring up math and English scores.)
- Encourages and Helps after Failures: Expressed positive expectations, monitored progress and offered assistance as the teaching staff experimented with different means of intervention over the course of the year.
- Simplifies Complex Ideas: His background in athletics helps him to see through the many factors involved in the ‘play’ and to determine which are the most relevant to the discussion at hand.
- Seeks Challenges: Always positive and confident in success.

Globe Unified School District has participated with the Gila County Committee for Educator Effectiveness since the 2011-2012 school year to develop evaluation instruments modeled after effective teaching research as promulgated by Charlotte Danielson and Robert Marzano for both teachers and principals. Teachers and administrators from the district participated in the development of this process.

4. **Teacher Effectiveness:** Currently, the district has procedures in place to hire only Highly Qualified teachers. Openings are promoted within the state and nationwide. Globe Unified School District has participated with the Gila County Committee for Educator Effectiveness since the 2011-2012 school-year to develop an evaluation instrument that is modeled after effective teaching research as promulgated by Charlotte Danielson and Robert Marzano. Teachers and administrators from the district participated in the development of that instrument through this committee. The instrument has been shared with staff and is in use.

*Next Steps to recruit, hire, evaluate and support teachers:*

- Create and implement new assessment data collection plan that will be used to monitor teaching and learning, fidelity to program implementation and student progress.
  - Hire a Student Achievement Data Tech Aide to work with teachers to use the new system.
  - Develop a web dashboard which will be the vehicle to post, retrieve and analyze progress reports and data.
  - Administrative walk-throughs will provide staff with ongoing data-driven paper-based feedback.
  - Principals and teachers work with Illuminate data and analysis software and Immedia Education student assessment systems to use data for evaluation and improvement of teacher and administrator performance.
  - Teachers and administrators will communicate through an electronic teacher/administrator journal reflective of student achievement and instructional strategies. (Principal will continue face-to-face conferences with staff as well.)
  - Monthly meetings with teachers and administration will review student data gathered from weekly data meetings facilitated by Instructional Support Teachers.
  - Teachers will receive an increase in compensation based on their participation in the following extended learning time opportunities:
    - Before and after school work
    - Participation in professional development outside of contract time
    - Extending the regular school day by one hour
    - Summer School
  - Additional incentives will be provided for exemplary professional practice through the STT.
  - High performing teaching teams (based on student achievement data) will be rewarded with quarterly bonuses.
- 
5. **Instructional Infrastructure:** Adoption of the Beyond Textbook program is a major initiative of the district. The goal of implementing this program is to provide a curricular map and effective scheduling of instruction to best facilitate student mastery of the ACCRS. This program provides a framework for interventions and enhanced learning opportunities. Teachers have access to common formative assessments, instructional resources and professional development through the program. Our big

challenge is to rework the schedule and have enough effective teachers to provide the targeted intervention that makes a difference. We also need an integrated data and assessment system, along with sufficient school-wide training and support for all users.

*Next Steps to Build Instructional Infrastructure:*

- Hire **Reading, Writing, Science and Math Instructional Coaches/Consultants.**
  - Data will be analyzed and resulting information used to both inform instruction and used to design differentiated professional development and guide the work of collaborative teaching teams under the guidance of the instructional coaches
  - Schedule time for each teaching team to meet each week to review progress-monitoring data, align instructional strategies, and design appropriate interventions. (Though creative scheduling or provision of well-qualified teacher subs)
  - Creation of a data 'dashboard' to house and integrate all school and student data for use in monitoring student and teacher growth and fidelity to the implementation of the improvement plan.
  - Instructional staff will implement predetermined valid assessments which will be used to determine trends, areas in need of improvement and instructional strategies to address these areas.
  - Data will include, but not be limited to: Formative Assessments, ACCRS, Benchmark Assessments, and other measures of student growth and achievement
  - Instructional Coaches, administrators, and grade-level team members, including ELL and SPED teachers will meet weekly, or as needed to review progress monitoring data and identify areas in need of intervention.
  - Formative assessment data will be used to implement immediate and targeted instruction to address student learning needs.
  - Create a Student Learning Behavior Team. (SLBT), a committee focused on student discipline to analyze and share management data monthly to identify behaviors which are interfering with student progress. They will work closely with other staff to design intervention plans.
  - Teachers who demonstrate a high referral rate, will be required to attend trainings to develop strategies to effectively respond to disruptive student behaviors and given special supports through the SLBT
  - Administration and coaches will review staff attendance, student achievement and walk-through data monthly to determine the quality and fidelity of implementation of the overall instructional program.
  - GHS will extend the school day by an hour to provide additional instructional time. School will go from 5 periods taught by each teacher to 6 periods taught by each teacher.
  - Additional learning time will be added through Friday School. (We are currently on a four-day schedule)
6. **Model Implementation:** The district has been creating and revising a continuous improvement plan over the past two years. Now we have gathered a committee to review the requirements of the Transformation Model to determine whether this model does provide the framework we need to achieve the bold goals we are setting in our school community. We are already, though in a manner constrained through extremely tight funding, trying to implement the interventions found in this model. We are ready and open for change, from the School Board and Superintendent, throughout the staff and even our students are showing a change in attitude.

7. **Evaluation: The School Improvement Coordinator** will provide oversight and coordination of the transformation process by supporting the School Leadership Team in the revision and implementation of the school's improvement plan, development and implementation of formal and informal accountability systems; and providing regular progress reports to faculty, staff and School Board. The School Leadership Team will have access to all progress monitoring data and will be able to react quickly to adjust or replace unsuccessful strategies.
8. **External Providers:** Globe Unified now partners with Vail Schools' Beyond Textbooks, the Flippen Group, and the Gila County Educational Service Agency and we hope to expand and intensify the support we can take advantage of through each of these partners. We are currently in the process of deciding on another partner, one to help us to get an excellent data and assessment system in place and in use. This selection will be made, as have the others, through a collaborative process of research, discussion and comparison. Research focuses on finding existing examples of implementation, both successful and not so successful. The superintendent shares the information and presentations with our admin council, board and teachers. This collaborative process clarifies needs/expectations and leads to a well-defined scope of work. The district will be hiring consultants as instructional and data coaches. Due to time constraints, the scope of work aligned to the school needs is not yet complete, but will be forthcoming. We have a process in place for hiring therapist and psychologist services and model contracts including description of services, timeline and means for termination of contract. We will work closely to determine the best course of action for a consultant for the principal. Contracting for fifty days of service appears to be a good option.

*Preliminary scope of work for instructional coaches: (All three to work full-time at the school.)*

**Math Instructional Coach:**

- Facilitates school leaders' and teachers' understanding and implementation of the Common Core State Standards
- Analyzes class and grade level data in mathematics for the purpose of sharing information with teachers and making informed decisions relative to instructional practices.
- Creates detailed coaching plans, which include focused goals and measures of success and facilitate the efficacy of collaborative learning teams among the staff.
- Assesses skills and needs (both initially and ongoing) of teachers and students for the purpose of determining the kinds of professional development and strategies needed to bring about student achievement and gains scores in mathematics.
- Instructs individual and small groups of students for the purpose of improving mathematics achievement levels.
- Leads and participates in on-going and job-embedded professional development (e.g. meetings, workshops, trainings, and seminars) for the purpose of conveying and/or gathering information related to math content knowledge, pedagogy, and coaching.
- Maintains a variety of manual and electronic files and/or records for the purpose of determining success of math coaching on student achievement.
- Supports teachers' achievement of goals by using coaching strategies that gradually release responsibility for implementing instructional practices to the teacher (for example, co-planning, modeling, co-teaching, side-by-side coaching, and observing).
- Mentors and coaches teachers for the purpose of building capacity to teach and improving mathematics instruction.
- Prepares lesson plans, in collaboration with teachers, related to mathematics for the purpose of for the purposes of differentiating instruction and adhering to ACCRS

- Researches and prepares a variety of written and electronic materials (e.g. lesson plans, scope and sequence guides, classroom materials, reports, etc.) for the purpose of demonstrating best practices in math instruction, documenting activities, providing written reference, and/or conveying information.
- Tracks student and teacher progress to assess the effectiveness of coaching. Consistently analyzes teacher practice through ongoing classroom observations, data analysis, and examination of student work.
- Provides clear and direct feedback to teachers based on analysis of practice.

#### **ELA Instructional Coach:**

- Facilitates school leaders' and teachers' understanding and implementation of the Common Core State Standards.
- Analyzes class and grade level data in Reading and Writing for the purpose of sharing information with teachers and making informed decisions relative to instructional practices.
- Creates detailed coaching plans, which include focused goals and measures of success and facilitate the efficacy of collaborative learning teams among the staff.
- Assesses skills and needs (both initially and ongoing) of teachers and students for the purpose of determining the kinds of professional development and strategies needed to bring about student achievement and gains scores in Reading and Writing.
- Instructs individual and small groups of students for the purpose of improving Reading and Writing achievement levels.
- Leads and participates in on-going and job-embedded professional development (e.g. meetings, workshops, trainings, and seminars) for the purpose of conveying and/or gathering information related to ELA content knowledge, pedagogy, and coaching.
- Maintains a variety of manual and electronic files and/or records for the purpose of determining success of ELA coaching on student achievement.
- Supports teachers' achievement of goals by using coaching strategies that gradually release responsibility for implementing instructional practices to the teacher (for example, co-planning, modeling, co-teaching, side-by-side coaching, and observing).
- Mentors and coaches teachers for the purpose of building capacity to teach and improving ELA instruction in English and in content areas.
- Prepares lesson plans, in collaboration with teachers, related to ELA for the purpose of for the purposes of differentiating instruction and adhering to ACCRS.
- Researches and prepares a variety of written and electronic materials (e.g. lesson plans, scope and sequence guides, classroom materials, reports, etc.) for the purpose of demonstrating best practices in ELA instruction, documenting activities, providing written reference, and/or conveying information.
- Tracks student and teacher progress to assess the effectiveness of coaching.
- Develops teachers' capacity to collect and analyze multiple sources of data to improve student learning.
- Provides clear and direct feedback to teachers based on analysis of practice.

#### **Data and RTI Instructional Coach:**

- Develop and lead the school district in progress monitoring and universal screening for students.
- Analyzes class and grade level data for the purpose of sharing information with teachers and making informed decisions relative to instructional practices.
- Creates detailed coaching plans, which include focused goals and measures of success and facilitate the efficacy of collaborative learning communities among the staff.

- Assesses skills and needs (both initially and ongoing) of teachers and students for the purpose of determining the kinds of professional development and strategies needed to bring about student achievement and gains scores.
  - Supports teachers' achievement of goals by using coaching strategies that gradually release responsibility for implementing instructional practices to the teacher (for example, co-planning, modeling, co-teaching, side-by-side coaching, and observing).
  - Tracks student and teacher progress to assess the effectiveness of coaching.
  - Develops teachers' capacity to collect and analyze multiple sources of data to improve student learning.
  - Leads and participates in on-going and job-embedded professional development (e.g. meetings, workshops, trainings, and seminars) for the purpose of conveying and/or gathering information related to content knowledge, pedagogy, and coaching.
  - Collaborate with school stakeholders in developing, refining and integrating appropriate RTI strategies.
  - Work indirectly with teachers through the School Transformation Team to train, guide, and assist with reviewing and integrating the RTI process.
  - Work directly with school administration and building RTI leadership to develop RTI protocol within the state.
  - Work with the instructional specialists to develop strong instructional support models and materials.
  - Assist collaborative learning teams with reviewing and monitoring referrals and process.
  - Coordinate RTI related staff development and materials.
  - Perform other related work as required.
9. **Alignment of Resources:** Our mission statement is "District #1 will use its resources to emphasize academic achievement, promote lifelong learning and encourage community and global service." Academic achievement comes first. The district is committed to funding the interventions necessary to improve student academic achievement. Title I and II funding, as well as IDEA money all supports that same goal, clearly aligned with the transformation model.
10. **Fiscal Capacity:** Our Business Office is highly commended by state reviewers and well-experienced in managing funds in accordance with Federal and State statutes, regulations, program plans and General Statement of Assurance.
11. **Sustainability:** We envision the transformation model as the catalyst to refocus and fund our change efforts. We have students and teachers capable of achieving a much higher level of learning than that which is now being reached. Our high school needs a fundamental change in expectations and a realization that everyone really can achieve at a higher level if we can motivate greater effort and apply that effort effectively. The bulk of the funding we ask for in this grant will be for training, to support our teachers with time for professional development, planning and collaboration, for guidance in how to use data to design effective intervention, extra learning time to raise the academic skills of our entering and current student and how to convince our students that they can and need to raise their own expectations. Training, and our expectation that the training be used with fidelity, will be self-sustaining. At the end of three years, it is our expectation that our staff and students will have developed a culture of academic excellence and will accept no less. We may or may not continue to need the extended

learning time, though if we do, we will have data to show the board which variations are most effective and to lobby for well-placed funding in support of performance targets.

## **Section C: Needs Assessment**

### **1. Current Conditions:**

- **Effective Leadership** – GHS has five principals in the past seven years. A new superintendent and new principal were hired in summer of 2012. Both are committed to bold change based on raising expectations, aligning district curricula vertically and horizontally, implementing a system of timely, data-based intervention
- **Effective Teachers** – Implemented new Educator Effectiveness Evaluation tool and process, need to develop effective pattern of use
- **Instructional Time** - Instructional time is protected in policy and practice. School leaders demonstrate that instructional time is allocated so that all students have equitable opportunities to attain challenging learning. We are challenged to find the optimal schedule to include intervention opportunities.
- **Instructional Program** – The curriculum, instruction and assessment is monitored and adjusted to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction. Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. They personalize instructional strategies and interventions to address individual learning needs of students when necessary. Students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
- **Data-Informed Instruction:** There is a need to establish an assessment program across all content areas for a consistent evaluation of our students' progress. Training in assessing and using data is needed for all users.
- **Environmental/Non-Academic Factors:** School has the part-time services of a Transition Specialist to help the needs of our Native American students and all students at risk and an Academic Advisor. We hope to hire a district counselor to address personal and emotional needs of our students. There is a need for parenting support and to develop working relationships with local community emergency and support services.
- **Stakeholder Engagement** – The school is working to improve communication with stakeholders and developing a program for parent involvement.

### **2. Student Performance:**

The school Student Performance Diagnostic resulted in the following: In comparison to institutions functioning in a similar education context, students' status improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected. Achievement gaps exist among subpopulations of students, and these gaps demonstrate a modest decline. Consistently poor achievement in both Math and Reading is evident in the Economically Disadvantaged subgroup. Students have demonstrated improvement in Reading and Writing on AIMS, but Math scores have declined. The lowest quartile in math is extremely low, with 86% FFB. Student scores in all subgroups are generally below state and area scores. Many of our incoming freshmen enter in need of basic math reteaching and our failure rate is high across content areas.

### **3. Primary Concerns/Root Causes:**

### ***1. Lack of parent support:***

We have to increase our efforts to involve parents in the process of school improvement through communication, education, and welcoming them into the decision-making process. Many of our reservation parents do not have phones, other parents who have them often just do not answer if they know it is the school calling. We need to build relationships of partnering with our parents and perhaps build an expectation of phone calls delivering good news. It is difficult to get parents to attend school meetings and workshops, so we need to find a way to meet them halfway and get the information to where they are or determine what is of enough interest to draw them in.

### ***2. Attendance***

Poor attendance is related to lack of parent support, so effectively connecting with parents will encourage parental support of good attendance. We believe that attendance will also be improved by improving the relationships among groups of students and between teachers and students. Our Capturing Kid's Hearts partners are helping our staff to improve their own interpersonal skills as they work with students to do the same. We would like to expand and intensify the Teen Leadership program and also develop the Link Up transition program to keep momentum for improved school culture growing.

### ***3. Culture of low expectations/poverty***

Poor rural area can be pockets of low academic expectations and limited career visions. We work to raise student and family expectations and awareness but face funding barriers. We don't have enough people to deal with all the immediate needs of our students, needs that can get in the way of thinking today's math, much less five years in the future.

### ***4. Ineffective system of academic intervention***

We need to take a fresh look at our structure and processes to create a means of assessing our students quickly and addressing academic needs in a timely manner. We need to use our resources to catch them before they fail. This is why we are determined to get and use a great system of data gathering, analysis and response.

In summary, we know we need to establish better relationships with parents and students, motivate them to get to school, and raise their self-expectations while instilling the understanding that effort pays off. Once we have them, we need to be ready to determine and then meet their needs.

## **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).

## Section E: Three-Year Preliminary Budget

*In this section, complete the LEA and school(s) **Three-Year Preliminary Planning Budget Template (Attachment F)** to support full and effective implementation of the selected school intervention model. (Please see Attachment B and C for Allowable Use of Funds.)*

- a. **External Providers:** An educational service provider may be contracted with through the LEA/school to provide support for selected school intervention model. If the LEA is requesting an External Provider, describe the scope of work that delineates the work to be performed. See **Attachment G** for list of ADE approved school improvement vendors.
- b. **ADE Approved Implementation Specialist:** LEA and School Improvement Implementation Specialists (IS) are approved Arizona Department of Education (ADE) vendors and will be contracted through the ADE to provide **on-site support** for LEA's and schools in developing, implementing and monitoring continuous improvement plans aligned to the selected intervention models and in deepening capacity to implement processes that are systematic, systemic and sustainable and will lead to increases in student achievement. If the LEA is requesting a LEA and School Improvement Implementation Specialists (IS), the LEA will need to sign a letter authorizing ADE to utilize a portion of the LEA's school improvement grant assistance funds to assign an LEA and School Improvement Implementation Specialist. See **Attachment H** for a description of IS roles and responsibilities. \*\*\*An ADE approved Implementation Specialist is an optional resource and will not affect a LEA's ability to receive or be awarded funds.

**NOTE:** *A final Year 1 Budget and detailed line item description will be required on the ADE grants management system after actual allocations are determined. Upon approval of a final budget and detailed line item description, funds will be released to the grantees. Year 2 and 3 funding will be contingent upon yearly renewal criteria.*

## 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:** Globe High School

**Briefly describe why the Transformation Model was chosen for the school:**

Stakeholders agreed that the program requirements of the Transformation Model were a framework that supported the changes our school community is ready to undertake and provide a map that leads in the direction we want to move. Based on the results of our 2014 AdvancED reaccreditation process, we have already committed to school improvement focused on the elements of the Transformation Model.

**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.*

	<b>Current Three Year Average Passing Rate:</b>	<b>Annual Performance Targets</b>		
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>AIMS Writing</b>	<b>43%</b>	<b>50%</b>	<b>56%</b>	<b>62%</b>
<b>AIMS Reading</b>	<b>65%</b>	<b>71%</b>	<b>77%</b>	<b>83%</b>
<b>AIMS Math</b>	<b>31%</b>	<b>41%</b>	<b>51%</b>	<b>61%</b>

<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</i>

				<i>achieve performance targets.</i>
<p><b><i>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.</i></b></p>	<p>Globe High School has had five principals in the past seven years. Robert C. Armenta (Bobby) was appointed principal on July 15, 2012 just five days after a new superintendent arrived. Mr. Armenta was selected based on his experiences and competencies. The new superintendent met with Bobby over several days for many hours asking him how he would handle situations, how he would involve himself in the community, how he would gain “buy-in” from the community for transformational efforts, what he would do to improve the instructional effectiveness of the teaching staff, and other “skill-based” questions. Mr. Armenta brought a unique perspective to the role of principal due to his previous career in management in the mining industry. He shared examples of how the experience gained from being in a data driven industry (the power of the bottom line) had impacted his perspective on what it takes to transform a low-performing school to higher achievement. Mr. Armenta has worked closely with the board and superintendent to begin to transform the learning environment at Globe High School. The district implemented the “Beyond Textbooks” curriculum calendaring system in August</p>	<p><b><u>Preface:</u></b>  July 2012 – Mr. Armenta appointed principal of GHS  April 2013 – District approves adoption of Beyond Textbooks and Capturing Kids’ Hearts processes.  June and July 2013 – District provides training for all teachers in Beyond Textbooks and Capturing Kids’ Hearts processes.  August 2013 – June 2014 - Globe High School implements BT and CKH processes.  <b><u>Implementation Plan</u></b>  <b><u>Timeline:</u></b>  June 2014 – Purchase Illuminate student data analysis software with SIG funds to implement better recording and analysis of student achievement data gained in classrooms via student assessment systems.  June 2014 – Purchase student assessment systems for all classrooms at GHS through Immedia Education.  June 2014 – Plan with select staff to provide intervention Friday school for the 2014-2015 school-year with funding from the SIG.  June 2014 – Secure dates for August 2014 professional staff development for implementation of student assessment systems in all classrooms.  July 2014 – Provide BT and CKH training for any new staff.</p>	<p>The introduction of the student assessment systems and the data analysis software program will provide “real time” information regarding student achievement through the use of common formative assessments to evaluate student learning and in turn instructional effectiveness. The principal will have data regarding how students are doing with weekly common formative assessments and quarterly benchmark tests so that the data can be used to monitor and evaluate the effectiveness of the instruction that the teachers are delivering.</p>	

	<p>of 2013 after providing training for all of its teachers and administrators. The district also trained more than 90 percent of its teaching staff in the "Capturing Kids' Hearts" student engagement processes in the summer of 2013. All but one of the Globe High School teachers received this training. Mr. Armenta should be considered as a new principal in light of the short time he has served as GHS principal. He has already begun transformational activities and training at Globe High School and will continue to implement those changes. Globe Unified School District does not plan to replace Mr. Armenta due to the relatively short time he has served in his role. The district believes that he is the transformational agent that will lead GHS to greatly improved student achievement.</p>	<p>August 2014 – Provide student assessment systems professional development August 2014 – June 2015 – Implement intervention Friday school for the 2014-2015 school year with funding from SIG providing teacher stipends for providing remediation services for students who are failing classes.</p>		
	<p>Hire the services of one or more consultants or partnership coaching to provide support and guidance to the principal and leadership and/or provide leadership support through</p>	<p>Develop a leadership growth plan tailored to the needs of GHS turnaround leadership.</p>	<p>Written plan including individual needs assessments and personal professional growth plan Financial documents Calendars Meeting notes Scope of work and timeline for consultant(s)</p>	<p>120,000 over 2 years</p>
<p><b><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</i></b></p>	<p>Globe Unified School District has participated with the Gila County Committee for Educator Effectiveness since the 2011-2012 school-year to develop an evaluation instrument that is modeled after effective</p>	<p>2012-2013 School-year – Board approved evaluation instrument implemented at GHS. Teachers and administrators begin to understand the instrument and begin to use student</p>		

<b><i>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></b>	teaching research as promulgated by Charlotte Danielson and Robert Marzano. Teachers and administrators from the district participated in the development of that instrument through this committee. The instrument has been shared with staff.	achievement data to evaluate teacher and administrator performance.  2013-2014 School-year – Board approved evaluation instrument used for 2 <sup>nd</sup> year. Teachers and administrators develop further understanding of how to use the evaluation tool.		
	Create and implement new assessment data collection plan that will be used to monitor teaching and learning, fidelity to program implementation and student progress.	June – August 2014	Financial records confirming purchase Training sign-in sheets and agendas Training materials Administrative monitoring of teacher use of program and adapting instructional strategies in response.	Illuminate Data and Training: \$15,000 year 1 (\$6000 year 2)  Purchase and prep equipment and software: iPads/netbooks, software/desktop/printer \$40,000 year 1, 2,500 year 2
	Hire a Student Achievement Data Tech Aide	June – August 2014	Employment record	\$30,000
	Develop a web dashboard which will be the vehicle to post, retrieve and analyze progress reports and data.	June – August 2014	Dashboard active and in use	
	Administrative walk-throughs will provide staff with ongoing data-driven paper-based feedback.	Ongoing	Administrative walk-through records Examples of feedback	
	Principals and teachers work with Illuminate data and analysis software and Immedia Education student assessment systems to use data for evaluation and improvement of teacher and administrator performance.	August 2014 Ongoing	Program documentation, records evidencing use of program to evaluate data and guide instruction	
	Teachers and administrators will communicate through an	August 2014 Ongoing	Evidence of journaling and meeting notes.	

	electronic teacher/administrator journal reflective of student achievement and instructional strategies. (Principal will continue face-to-face conferences with staff as well.)			
	Regular meetings with teachers and administration will review student data gathered from weekly data meetings facilitated by Instructional Support Teachers.	August 2014 Ongoing	Agendas Sign-in documentation Meeting notes and artifacts	
<b><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></b>	<p>The Principal and designated transformation leadership administrative support will receive a yearly stipend based upon increasing student achievement.</p> <p>High performing teaching teams (based on student achievement data) will be rewarded with quarterly bonuses.</p> <p>Plan details to be developed with teacher, site administration and district collaboration.</p>	Plan in place by start of school, August 2014	<p>Plan written and in place.</p> <p>Financial records</p> <p>Documentation of student achievement to justify rewards.</p>	<p>\$20,000 / Year</p> <p>\$25,000/Year</p>
	Additional incentive plans will be designed and provided for as decided by the School Transition Team.	Plan in place by start of school, August 2014 and adjusted as needed	Plan written and in place. Evidence of award distributed. Documentation of student achievement to justify rewards.	\$3000 /year 2 and 3 materials, supplies
<b><i>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped</i></b>	All staff will be required to attend 30 hours of professional development in a comprehensive, standards-based instructional program designed to facilitate effective teaching and learning.	Plan in place by start of school, August 2014 and adjusted as needed	Agendas Sign-in documentation Meeting notes and artifacts	Year 1 \$50,000, Year 2 20,000, Year 3 14,200

<b><i>to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</i></b>				
	Staff may elect to participate in additional summer professional opportunities in Positive Behavioral Interventions, RTI, Formative Assessment, Peer Coaching and Culture-Based Education	Plan in place by start of second semester (Jan. 2015) and adjusted as needed	Agendas Sign-in documentation Meeting notes and artifacts Prior authorization by School Leadership	Participation in professional development outside of contract time 25 * 30 * 30 = 22,500 +5625 bene – 28125 Year one
	All teachers will receive embedded professional development throughout the school year in Peer Coaching, Formative Assessment, Ruby Payne's Framework for Understanding Poverty.	Plan in place by start of school, August 2014 and adjusted as needed	Agendas Sign-in documentation Meeting notes and artifacts	
	All staff will participate in focused collaborative coaching on Formative Assessments, Essential Standards, Writing and Analyzing Data and Using the Results to Guide Instruction.	Plan in place by start of school, August 2014 and adjusted as needed	Agendas Sign-in documentation Meeting notes and artifacts	
<b><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></b>	All teachers will receive a netbook for use in reflective journaling of effective instruction, professional development and school –wide communication.	August 2014	Inventory records Financial records	Budgeted under “educator evaluation”.
	Classroom teachers will receive funds above those provided by the district's general fund to purchase supplies and materials to support professional development activities.	Purchased by April 15, 2015	Document connection to instructional effectiveness.	5,000 (Acquisition, training, and supplementation of selected instructional program)
	Grade level teams will receive	Purchased by April 15, 2015	Document connection to	10,000 (Acquisition, training,

	money for guaranteed field studies to support expeditionary learning.		student achievement.	and supplementation of selected instructional program)
	Staff will participate in ongoing job-embedded professional development opportunities.	Plan in place by start of school, August 2014 and adjusted as needed	Agendas Sign-in documentation Meeting notes and artifacts	Budgeted under 'professional development'
	Teachers will receive an increase in compensation based on their participation in the following: <ul style="list-style-type: none"> <li>• Before and after school work</li> <li>• Participation in professional development outside of contract time</li> <li>• Extending the regular school day by one hour</li> </ul>	Plan in place by start of school, August 2014 and adjusted as needed	Employment records Attendance records School calendar	Budgeted under 'increase learning time"
<b><i>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</i></b>	Data will be analyzed and resulting information used to design differentiated professional development and guide the work of collaborative teaching teams under the guidance of the instructional coaches.	Develop process under the guidance of data partner and data coach	Lesson plans Analysis of student achievement by standard CLC agenda/minutes	
	Contract Data, ELA and Math Instructional Coaches.	Write job description or scope of work for instructional coaching positions.	In place summer 2014 Turnaround Leadership will monitor the effectiveness of instructional coaches based on contract deliverables	3@ 80,000 (includes benefits) 2@ 80,000 year two
	Schedule time for each teaching team to meet each week to review progress-monitoring data, align instructional strategies, and design appropriate interventions. (Though creative scheduling or provision of well-qualified teacher subs)	Develop process under the guidance of data partner and data coach	Lesson plans Analysis of student achievement by standard CLC agenda/minutes	35,000 Sub pay and/or off-contract stipend depending on how time is planned
	Acquisition, training, and supplementation of selected instructional program	Follow district policy to adopt new instructional materials.	Documentation that demonstrates the connection between selected instructional program/materials/training and	\$50,000

			targeted student achievement goals.	
	Update technology as necessary to facilitate instructional program improvements.	School Transition Team consults with tech coordinator to determine needs and create plan	Purchase and installation of equipment. Walk through or system reports to verify instructional use tied to student achievement goals	\$35,000
<b><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></b>	Creation of a data 'dashboard' to house and integrate all school and student data for use in monitoring student and teacher growth and fidelity to the implementation of the improvement plan.	In place by start of school 2014 with ongoing modifications	Dashboard active and in use	Data system budgeted for under educator evaluation component.
	<p>Instructional staff will implement predetermined valid assessments which will be used to determine trends, areas in need of improvement and instructional strategies to address these areas.</p> <p>Data will include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Formative Assessments,</li> <li>• ACCRS,</li> <li>• Benchmark Assessments</li> <li>• Other measures of student growth and achievement</li> </ul>	In place by start of school 2014 with ongoing modifications	<p>Lesson plans</p> <p>Analysis of student achievement by standard</p> <p>Journal excerpts</p> <p>Shared reports</p>	
	Work with partners (Vail, Beyond Textbooks) to train staff in successful RTI system in general and provision of effective interventions.	First Quarter 2014	<p>Agendas</p> <p>Sign-in documentation</p> <p>Meeting notes and artifacts</p>	RTI Training \$20,000
	Coaches, administrators, and grade-level team members, including ELL and SPED teachers will meet weekly to review progress monitoring data and identify areas in need of intervention.	In place by start of school 2014 with ongoing modifications	<p>Lesson plans</p> <p>Analysis of student achievement by standard</p> <p>Journal excerpts</p> <p>Shared reports</p> <p>CLC agenda/minutes</p>	

	Formative assessment data will be used to implement immediate and targeted instruction to address student learning needs.	In place by start of school 2014 with ongoing modifications and support from partners	Lesson plans Analysis of student achievement by standard Journal excerpts Shared reports CLC agenda/minutes	
	<p>Create a Student Learning Behavior Team. (SLBT), a committee focused on student discipline to analyze and share management data monthly to identify behaviors which are interfering with student progress.</p> <p>They will work closely with other staff to design intervention plans.</p> <p>Teachers who demonstrate a high referral rate, will be required to attend trainings to develop strategies to effectively respond to disruptive student behaviors and given special supports through the SLBT</p>	In place by start of school 2014 with ongoing modifications and support from partners	SLBT reports Office referrals Agenda/minutes	
	Administration and coaches will review staff attendance, student achievement and walk-through data monthly to determine the quality and fidelity of implementation of the overall instructional program.		Lesson plans Analysis of student achievement by standard Journal excerpts Shared reports CLC agenda/minutes Observations, notes, walk-through forms,	
<b><i>Establish schedules and implement strategies that provide increased learning time.</i></b>	Additional learning time will be added through Friday School. (We are currently on a four-day schedule)	Operating mid-first quarter	Employment records Attendance records School calendar Transportation records	<p>Salaries: <math>4 * 4 * 36 * 30 = +</math> 25% 21,600 first year</p> <p>Bus Transportation for Students: \$11,000/year</p>
	Teachers will receive an increase in compensation based on their participation in the following:	In place at start of year	Employment records Attendance records School calendar	Teachers' extensions of service and employee benefits: 164850

	<ul style="list-style-type: none"> <li>Before and after school work <math>4 * 2 * 151 * 30 = 36,240</math></li> </ul> <p>GHS will extend the school day by an hour to provide additional instructional time. School will go from 5 periods taught by each teacher to 6 periods taught by each teacher.</p> <ul style="list-style-type: none"> <li>Extending the regular school day by one hour <math>151 * 25 * 30 = 113,250</math></li> <li>Summer School <math>30 * 4 * 8 * 30 = 15,360</math></li> </ul>	<p>In place at start of year</p> <p>In place at start of year</p> <p>Plan in place by start of 4<sup>th</sup> quarter 2015</p>		<p>+ 41213 (benefits) \$206063</p> <p>Year 1 \$206375</p> <p>Year 2 \$204,500</p> <p>Year 3 \$191,800</p> <p>(With decreasing funding replaced by Title I or other sources as necessary and feasible.)</p>
<b><i>Provide ongoing mechanisms for family and community engagement.</i></b>	Hire a Parent Liaison to coordinate all family involvement events, develop an actively engaged Parent Teacher Organization to work closely with the District's Parents Network, and Say Yes to Education staff to strategize ways to strengthen home-school communication, increase parent involvement, support learning at home and improve student attendance.	In place summer 2014	<p>Employment record</p> <p>Sign-in sheets</p> <p>Agendas</p> <p>Meeting notes</p> <p>Parent Communication Logs</p> <p>Teacher/administration Communication logs</p> <p>Event publicity</p> <p>Event calendars</p>	<p>\$30,000 Salary and benefits for two years,</p> <p>\$15,000 for programming/meeting costs for parent education and involvement activities</p>
	PASS provides parents with ongoing access to student academic progress and should include attendance records of students. Parents will be provided training in the use of the parent portal.	Early in first quarter 2014	<p>Sign-in sheets</p> <p>Agendas</p>	
	Plan monthly/quarterly learning celebrations and engagement activities with families encouraged to attend.		<p>Sign-in sheets</p> <p>Agendas</p> <p>Event publicity samples</p>	\$15,000 for programming/meeting costs for parent education and involvement activities
	Hire and utilize an Interventionist to work with school staff and families to remediate issues causing poor attendance and poor achievement.	In place summer 2014	<p>Employment record</p> <p>Attendance records</p> <p>Student achievement data</p> <p>Meeting notes</p> <p>Parent Communication Logs</p> <p>Teacher/administration</p>	\$50,000 first two years, 25,000 third year

			Communication logs	
	Hire a Teen Leadership Teacher/Link Crew to work in tandem with the interventionist and community liaison while teaching the Teen Leadership course to all students over the course of the year.	In place summer 2014	Employment record Attendance records Student achievement data Meeting notes Parent Communication Logs Teacher/administration Communication logs	\$50,000 first year only
	Purchase Teen Leadership Materials	Summer 2014	Purchase documents	\$9,500 first year, 3,000 second year
<b><i>Pre-Implementation- If requesting pre-implementation funds complete this section.</i></b>	If we are awarded this grant, there are certain components that it would be beneficial to have funds for as soon as possible, for example, funding for initial training and to order assessment programming access. However, this area would need to be revisited with as we are able to work with partners to flesh out the timeline details.			

Attachment F						
Transformation Model						
Name of Participating School:	Globe High School					
Strategies	Year 1	Year 2	Year 3		Total 3 Year Grant Amount	
Recruiting and hiring building principal				0	0	
Teacher and principal evaluation systems					42,500	
iPads/netbooks, software/desktop/printer	40,000	2500		42,500		
School leader, teacher and other staff rewards for increasing student achievement and high school graduation rates (1000* 25 = 25000 to cover teachers, 10,000 for Principal, 5,000 for Asst, and 5000 for other staff)	45,000	45,000	45,000	135,000	135,000	
Process for removing school leaders, teachers and other staff that have not after ample time increased student achievement and high school graduation rates (80,000 is to hire a consultant to guide the process)	80,000	40,000		120,000	120,000	
Ongoing, high-quality, sustainable job-embedded professional development aligned with instructional program					142,325	
	50,000	20,000	14,200	84,200		
Contracted, internally provided and/or collaborative learning community professional development.						
Participation in approved professional development outside of contract time: 25 * 30 * 30 = 22,500 + 5625 benefits = Year one \$28125	28,125	20,000	10,000	58,125		
Incentives, career growth and flexible work conditions designed to recruit, place and retain transformation staff.		3000	3000		6000	
Identify and implement an instructional program aligned to state academic standards					85,000	
Acquisition and training	50,000			50,000		

Hardware updates as necessary to facilitate instructional program	35,000			35,000		
Assessment data review and analysis (data coach)	80,000				80,000	
Data systems					51,000	
Program and Training	15,000	6,000		21,000		
Tech Aide	30,000			30,000		
Increased learning time for students					676,715	
Teacher stipends	227,975	217,460	198,280	643,715		
Transportation Costs for Friday School (Extended Learning Time)	11,000	11,000	11,000	33,000		
Ongoing family and community engagement					75,000	
Community Liaison	30,000	30,000		60,000		
Parent Programing (speakers/program)	10,000	5,000		15,000		
Reading Interventions (RTI)					180,000	
Reading Instructional Coach	80,000	80,000		160,000		
RTI training/process design	20,000			20,000		
Math Interventions (RTI) Math Instructional Coach	80,000	80,000			160,000	
Additional Reform Activities: Specify					187,500	
Interventionist	50,000	50,000	25,000	125,000		
Teen Leadership Teacher	50,000			50,000		
Teen Leadership Materials	9,500	3,000		12,500		
Pre-Implementation Activities					0	
Total	1,021,600	612,960	306,480		1,941,040	
						1,941,040