

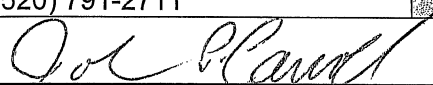


Part I: Application Information

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:	Pima Prevention Partnership		
Mailing Address:	924 N. Alvernon Tucson, AZ 85711		
CTDS #:	10-85-07-000	Entity ID #:	90536
		NCES ID#:	0400821
Superintendent:	Mr. Harry Kressler		
Mailing Address:	924 N. Alvernon Tucson, AZ 85711		
Telephone #:	(520) 791-2711	Email:	hkressler@thepartnership.us
Signature:			
Program Contact Person:	Mrs. Lisa Long		
Mailing Address:	1346 N. Stone Ave Tucson, AZ 85705		
Telephone #:	(520) 326-2528	Email:	llong@thepartnership.us
Signature:			
Fiscal Manager:	Dr. John Carroll		
Mailing Address:	924 N. Alvernon Tucson, AZ 85711		
Telephone #:	(520) 791-2711	Email:	jcarroll@thepartnership.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
\$ 702,358	\$ 540,575	\$ 436,868	\$ 1,679,801

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 #
Mr. Harry Kressler	Superintendent	hkressler@thepartnership.us	(520) 791-2711
Mr. Thomas Miller	Associate Superintendent	tmiller@thepartnership.us	(520) 791-2711 x-1413
Mrs. Lisa Long	Curriculum Coordinator	llong@thepartnership.us	(520) 326-2528

Schools to be Served

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

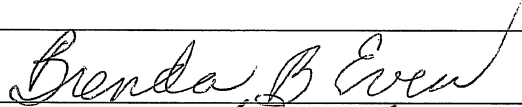
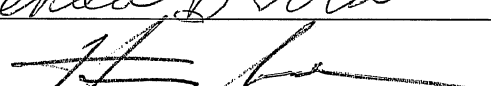
- *Eligible schools where the need and potential for dramatic growth is recognized (lowest performing schools).*
- *Eligible schools that, with the right investments, can serve as learning labs for the LEA to pilot and implement practices that could eventually have system-wide impact.*

School Name	NCES ID#	Priority	Selected Intervention Model (Include Requested Amount per School for YR 1)			
			Restart	Closure	Transformation	Turnaround
Arizona Collegiate HS	0400821 03226	X			\$702,358	


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:	Pima Prevention Partnership
School Board President Signature:	
Superintendent Signature:	

School Information & Signatures

Site #1 Name:	Arizona Collegiate HS		
CTDS #:	10-85-07-001	Entity ID #:	90907
Principal Name:	Mr. Michael Dunbar		
Telephone #:	(623) 498-8200	Email:	mdunbar@thepartnership.us
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?			<input checked="" type="radio"/> YES <input type="radio"/> 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 5th day of May , 2014 , by and between Pima Prevention Partnership 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.

Dr. Brenda Even
Name of Board President

Brenda B. Even
Signature of Board President

Mr. Harry Kressler
Name of Superintendent

[Signature]
Signature of Superintendent

Mrs. Lisa Long
Name of Program Contact

Mrs. Lisa Long
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

1. Interest:

Pima Prevention Partnership firmly believes that the implementation of the School Improvement Grant using the *Transformation Model* will measurably increase student achievement, placing both the school and the students it serves on an academic achievement trajectory. Arizona Collegiate High School (ACHS) is located in the Phoenix Union High School District of Phoenix, Arizona, and is a one school LEA operated by Pima Prevention Partnership.

Understanding of the model: After careful review of the evidence-based intervention models for lowest achieving schools, the ACHS school board selected the *Transformation Model* as the best option for rapid improvement. As described fully in this application, the LEA is committed to implementing a new and rigorous staff evaluation system, instituting comprehensive instructional reform, increasing learning time, applying community-oriented school strategies, and providing greater operational flexibility and support for the school, in alignment with the proposed model.

Reasons and rationale for implementing a SIG grant: Arizona Collegiate High School (ACHS) serves a student population that is at highest risk for academic problems and high school drop-out due to high rates of poverty, high rates of single family households, high rates of community crime and high rates of adults over 25, who do not have a high school diploma/GED. These conditions relate to low expectations for academic success for students, high rates of mobility, and persistent problems with adequate school attendance. The SIG will help ACHS formalize systems and institutionalize best practice strategies to address the diversity of learning needs of its student population.

How the selected model will dramatically increase student performance: At the heart of the *Transformation Model* is the development of a highly-qualified, self-motivated teaching staff and administration, which participates in learning communities within and across disciplines. By implementing the model across all disciplines, student performance will increase. The teaching staff will create learning environments that are flexible and responsive to each student's emotional, developmental and academic needs. Students will benefit academically as a result of: (1) consistent access to highly-qualified teachers; (2) more effective use of data to drive education plan decisions; (3) institutionalization of high-quality, job-imbedded professional development, using evidence-based practices; (4) effective use of differentiated instruction and institutionalization of RTI practices; and (5) new opportunities for youth and family engagement.

Why the school was identified as a persistently low achieving school: As a result of being a mission-driven organization with a focus on serving the most marginalized youth, challenges for the first year of operation were observed, including low AIMS scores, which were further substantiated by low quarterly benchmark scores (ATI/Galileo). These challenges resulted in ACHS being given a Priority School label by ADE for SFY2012.

2. Systemic Approach:

The LEA clearly describes how the organization operates. The LEA is organized as follows: The school board is comprised of six members, who establish school policies and provide risk management oversight. Mr. Harry Kressler is the Superintendent of all schools licensed to the applicant agency and concurrently Executive Director of Pima Prevention Partnership (PPP), the charter holder. PPP, established in 1992, is a non-profit organization located in Tucson, Arizona. The primary responsibilities of the day-to-day operations of the Pima Partnership Charter Schools

are directed by Mr. Thomas Miller, Associate Superintendent, who has over 34 years of education experience. Mrs. Lisa Long, who has over 25 years of education experience and has served as the Principal of Pima Partnership High School (PPHS) in its turnaround efforts over the last four years, serves as the Director of School Improvement and Curriculum Development. PPHS, established in 1992, is the first of three LEAs established by the applicant. The second school, Pima Partnership Academy, a middle school, was established in Tucson in 2009.

The third school site established by the applicant in 2011, Arizona Collegiate High School (ACHS), is led by Mr. Michael Dunbar, who is the original Principal. Mr. Dunbar has demonstrated significant growth in the past two school years since inception, as will be outlined further in the application. His peer in the School Improvement efforts, including improvement of teaching and learning, is Mrs. Lisa Long. Evaluating, monitoring and coaching teachers are the responsibilities of the Principal, Mr. Michael Dunbar. The following school characteristics were determined by analysis of student achievement data, analysis of school climate surveys, analysis of demographic data, analysis of teacher evaluations, and analysis of principal evaluations:

Student population: (a) at-risk academically as well as behaviorally; (b) predominately from poverty environments; (c) academically below grade level with drastic gaps in the skills and knowledge to be successful; (d) very likely to have been involved in the juvenile court system.

Teaching staff: (a) inexperienced; (b) passionate about student learning; (c) mission-driven; (d) belief in each student; and (e) driven to achieve strong results for high student achievement.

Administrative staff: (a) mission-driven; (b) passionate about breaking the cycle of poverty; (c) civic-minded; (d) committed; (e) driven to achieve strong results for high student achievement; (f) perseverance; (g) monitors and holds staff accountable; (h) Plans ahead; (i) has influence and impact on others; (j) provides team leadership; (k) develops the skills of others; and (l) exhibits the self-confidence to lead.

Climate, culture, values and beliefs that are part of the LEA system and the targeted school(s) are as follows: (a) low student engagement in many classrooms; (b) environments that are not conducive to relationship-building between teacher and students; (c) high referral rates for disciplinary action; (d) ineffective classroom management; (e) well-organized, facilities with state-of-the-art technology; and (f) each adult believes in each student.

The LEA's values and beliefs support dramatic turnaround are aligned to continuous improvement and will contribute to full and effective implementation of the selected model.

The LEA's values and beliefs support school transformation and are founded in the school dedication to continuous improvement. Each student is valued each day and each adult believes that each student can achieve success. ACHS will succeed in its transformation because it has already instituted a data-driven systems development process, which has contributed to measurable improvements over the past two years in students' academic process. It has also aligned teachers to this process, which enables ACHS to measure teacher capacity and identify professional development needs over time. More specifically, ACHS, the LEA, demonstrates there are systems currently in place to support implementation of the selected model in the assessment system and the instructional systems. The assessment system identifies when and how formative assessments will be implemented. The current instructional system involves the use of an instructional protocol whereby research-based strategies are used in the classroom and monitored by the administrator, who also provides on-site coaching to each instructional staff, when gaps are identified.

3. Desire for Change:

The LEA provides a strong rationale for why they are ready and capable of making a dramatic change at this time.

The LEA and school community recognize the need for change and are willing to create and implement a bold plan of action to implement the transformational model of school turnaround. This is exemplified by the dedication and commitment to the Priority School initiative, embarked on two years ago, and the results that have been generated due to those efforts. They include an increase in reading and mathematics achievement, as well as an increase in best instructional practices, measured by teacher observations. The teachers that opened the school, along with administration, have embraced best practices to improve student achievement from the first day of the Priority grant implementation and are ready to engage in making further changes.

The LEA provides evidence that the school board is prepared for the bold actions they will need to support to allow the LEA to fully and effectively implement the requirements of the selected model.

The school board is prepared and ready to support bold change especially in the strategies tied to the transformation model as evidenced by the Board Chair's signature on the appropriate signature pages. The Board Chair will continue to provide information to the rest of the board on the accomplishments of the model.

The LEA response demonstrates a compelling desire to change by addressing how implementing the selected model will improve LEA systems and school performance.

The LEAs compelling desire to change is demonstrated in a recent survey where 100% of teachers indicated: (1) they believe that appropriate instruction and aligned curriculum do improve student achievement; (2) they believe that assessment is critical to improve student learning; (3) they believe that the Principal doesn't make excuses for students, yet believes in each one of the students; and (4) they believe in a collaborative culture. These survey results illustrate a commitment by teachers to invest in best practices that will create the needed change.

4. Barriers

Barriers to implementation:

There are two barriers that may temporarily inhibit ACHS from full implementation of the transformation model. The first is recruitment and retention of highly-qualified staff. Recruitment of highly-qualified staff is very difficult, since many applicants have difficulties dealing with students who exhibit chronic behavior problems in the classroom, coupled with severe academic underachievement. The second barrier is the large number of new students each year who are over 18 years of age, with less than five academic credits. Since enrollment drives the annual operation of the school, an overabundance of over 18-year-olds also reflects a large contingent of students participating in credit recovery.

5. Past Turnaround Efforts

One turnaround effort:

Pima Prevention Partnership dba Pima Partnership High School (PPHS) in Tucson participated in the first round of ADE's School Improvement as a Persistently Lowest Achieving School identified in 2009.

Evidence of lessons learned:

PPHS has shown strong student achievement gains over the four years of implementation of the Turnaround model and has implemented the strategies of the model with fidelity. Strong results continue to be illustrated in reading and mathematics, including significant improvements in the graduation rate. Having earned a "B" label for the 2012/2013 school year as an alternative high school compared to ongoing "D" labels in the previous years, the Turnaround model at PPHS has demonstrated significant progress over time. Developing strategies that were data-driven in the areas of student underachievement was the most effective lesson learned. Concurrently, using data-

driven strategies to inform professional development methods that help teachers instruct was also the significant evidence of lessons learned.

Although ACHS was not labeled a Persistently Lowest Achieving School, the school has participated as a Priority school and shown great gains throughout the two years. Mrs. Lisa Long was the leader of the PPHS Turnaround and will lend her expertise to ACHS' efforts.

6. Continuous Improvement:

The School Improvement Grant opportunity aligns directly to Arizona Collegiate High School's Continuous Improvement Plan as listed in the table, below.

	Transformation Model Strategy	ACHS CIP
Reading and Math achievement improvements	Response to Intervention for reading and math strategy	Standard 1
Improving Graduation Rate	Additional time establishing early-warning systems for risk of failing	Standard 1
Providing Strong Leadership	Effective teachers and leaders; high quality professional development	Standard 2
Ensuring systems for curriculum and instruction	Institutionalizing system for measuring changes in instructional practices	Standard 3
Ensuring use of new teacher evaluation document	Costs associated with the development of a rigorous, transparent, and equitable evaluation system for teachers and principal that takes into account student growth data, multiple observation-based assessments of performance, and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates. These are designed and developed with teacher and principal involvement.	Standard 3
Supporting students with supplemental and interventions appropriate for their needs	Costs associated with implementing a school-wide response to intervention	Standard 4
Providing extra time for struggling students	Ongoing mechanisms for family and community engagement	Standard 4
Training to more effectively work with parents	Ongoing mechanisms for family and community engagement	Standard 6

7. Support to Underperforming Schools

Current support of underperforming schools:

Pima Prevention Partnership is a one-school LEA and therefore does not have systems in place for this particular LEA. However, PPHS, the sister LEA, does provide support in the form of systems.

Understanding of proven effective, evidence-based strategies:

The sister LEA, which is also a one-school LEA, provides curriculum, instruction, assessment and professional development support in the form of system structures to Pima Prevention Partnership as an LEA and to the one school in the district. The Associate Superintendent also provides oversight and management to the LEA/school in the form of budgets and policy development.

8. External Supports

Current external providers:

Currently, the LEA/School partners with *Assessment Technology, Inc. (ATI)*, *Beat the Odds* and *WestEd* to provide critical assistance and will be contracted to continue support. The role of *ATI* is to support administrators and teachers to collect, house and help analyze data collected by formative and summative assessments. This partnership will align well to the proposed grant outcomes by supporting teachers in the dissemination of data. The role of the *Beat the Odds Institute* as a partner supports the Principal with mentoring and with structures to improve student achievement. The structures include support for setting clear boundaries, assessing students, solutions that work for collaboration, development of a strong school leader and maintaining fidelity of academic assistance programs.

Alignment to proposed implementation plan:

This partnership will align well with proposed grant outcomes by supporting the Principal with a strong mentor that will continue his professional development. The role of *WestEd* is related to developing, implementing and monitoring an Instructional Protocol. A *WestEd* facilitator works directly with the Principal to observe in classrooms and then provides coaching to teachers based on an agreed walk-through protocol. This partnership will align well with grant outcomes by supporting the instruction in each classroom, along with the professional development needed to improve the classroom instruction.

9. Stakeholder Involvement

Consultation process used:

The school board as a critical stakeholder has been involved in the communication of applying for this grant. The school board chair, Dr. Brenda Even, has signed the required documents and the board has been involved in monitoring the achievements of the Priority grant at ACHS over the past year. The public and community members have been notified and contacted for input via the school's marquee and the school's website. Parents and students were surveyed regarding their opinions and input to next year's planning towards the school goals. In addition, community centers and the *Maryvale Revitalization Corporation* were consulted as to the needs of the community in conjunction with the goals of the school.

Use of stakeholder input:

The results gleaned from all meetings and surveys were used to inform this application. The *Continuous Improvement Plan* and the Priority School status initiated current school improvement methodologies. Receipt of this grant will enable the school community to continue its long-term implementation of data-driven strategies and tactics.

Section B: LEA Commitment and Capacity

1. ***Stakeholder Buy-In:*** The LEA/school will continue to survey staff and students in an effort to increase buy-in and communication about the project. In addition, staff will provide feedback during the Professional Learning Community meetings to the teacher leaders as to the efforts and effectiveness of the programs. The principal will communicate with the community via the *SchoolReach* communication system, newsletters and the school marquee. The Turnaround leader will regularly meet with the Governing Board and the Associate Superintendent to report on the *Transformation Model*, its strategies and attainment of progress towards the performance targets.

2. ***Operational Flexibility:*** The Principal has full autonomy, including flexible scheduling, maintenance of all the records and is responsible for all the hiring/termination of the staff. He is held responsible for the implementation of the school-approved budget and receives ongoing support from the Associate Superintendent.

3. **Competency-Based Selection:** The LEA is committed to effective leaders and the Associate Superintendent holds school leaders accountable for growth in student test scores as well as increases in percent of students passing on the state exams, as evidenced by the Principal evaluation document. The instrument used for evaluation is performance-based and focused on the *Danielson Framework*. The LEA has decided to continue the school Turnaround efforts at ACHS and to retain the Principal, due to evidence of movement towards becoming an effective leader. In the implementation of this grant, the school Principal will be in charge of monitoring and evaluating the teachers on a daily basis and the attainment of the classroom level goals. The Turnaround leader will be in charge of the grant and the monitoring and evaluating of the goals specifically outlined to increase student achievement. Since effective leadership is an essential component of any successful Turnaround effort, the following competencies will be used to continue to monitor the current Principal as well as the actions of the Turnaround leader:

- Driving towards results by planning and monitoring effectively;
- Influencing for the results necessary for the team to function effectively;
- Be an analytical and conceptual thinker in each situation; and
- Show confidence to lead

The current Principal has shown results in student achievement. Reading and math scores are both up significantly as well as an increased graduation rate. He has taken advantage of the resources provided by the *Priority School Initiative* during the past two years and has put learning into practice. He agrees to continue to work toward higher student achievement benchmarks and continuing to grow as a leader.

4. **Teacher Effectiveness:** The LEA has a plan to hire highly-qualified staff and the Principal has complete autonomy in this process. However, a system needs to be created to grow teachers from within the school, due to the lack of qualified candidates applying for the open positions. All teachers and staff are evaluated by the Principal, however a Vice-Principal will be hired to support the Principal in the area of evaluations. At the beginning of each school year, new teachers are brought in earlier than the returning teachers to train them in learning the systems and procedures required of ACHS; and to foster alignment with the strategies of the School Improvement Model. The Principal and the Turnaround leaders are going to adjust all recruitment, hiring and retaining practices to ensure the needs of the students are met. In addition, strategies will be built into the grant to ensure current teachers can grow, by adding additional endorsements, or become highly-qualified in additional areas. The LEA currently uses a performance-based teacher evaluation tool based on the *Danielson Framework*. However, with opportunities in this grant, teachers and leaders will work more collaboratively to engage in additional dialogue to improve student achievement. The LEA and the Principal are committed to additional staff training and coaching - to ensure performance targets are met. The Turnaround leader is committed to monitoring the professional development calendar and ensuring that what is taught and practiced during on the job training is implemented consistently throughout the school year. The LEA is committed to establishing new and effective financial incentives surrounding the measurement of the Arizona College and Career Ready Standards mastery levels.

5. **Instructional Infrastructure:** ACHS currently uses a comprehensive data system that collects student data and disaggregates data to the individual student level. This system provides real-time access to all data summaries so that instructional decision-making can happen on a daily basis. ACHS uses *Galileo* to include housing the data, presenting instructional strategies based on the data, and detailed reports based on the data. ACHS also works with *Assessment Technology*,

Inc. to provide personnel to engage in the data-driven decision process. This process is led by the teacher leaders and has at the core of its work the opportunities to train and support teachers in using data to drive instruction. The work is differentiated to provide for all levels of teachers throughout the school, including PLC time as well as job-embedded data disaggregation. PLC time is formalized to include twice-weekly meetings, daily planning across courses, as well as weekly professional learning completed in a whole group session. The School Board requires yearly revisions to the guaranteed and viable curriculum maps established in each course, based on the Arizona College and Career Ready standards. In addition, teachers create unit plans along with other teachers teaching similar units that are aligned with the year-long curriculum maps. Daily expectations are held for lesson plans. The Turnaround leader is responsible for yearly updates. ACHS also has a strong three-tiered *Response To Intervention (RTI)* model set for struggling students, both academically and behaviorally. As the opportunities present themselves with the award of this grant, the behavior-tiered model of *RTI* will be enhanced and modeled after best practices. As far as the academic approach of *RTI*, this grant will afford the opportunity to provide Tier II and III personnel to ensure struggling students receive the services necessary to be successful. The LEA and ACHS are committed to bold performance targets along with exit criteria that will be communicated and monitored to hold all professionals in the process accountable for their actions.

6. **Model Implementation:** The School Board, the LEA and ACHS are committed to reviewing and revising each of the practices and policies related to each of the transformation strategies. The areas that will be reviewed for possible revisions are: (1) Autonomy of the Principal and the Turnaround Leader; (2) Evaluation systems for Principal and teachers; (3) Performance rewards; (4) Professional Development, including the cycle of curriculum, instruction, assessment and professional learnings including PLCs; (5) Use, disaggregation and instructional decisions based on data; (6) Research-based programs; (7) Increased learning time; and (8) Family and community engagement.

7. **Evaluation:** The LEA's Turnaround Leader is responsible to monitor and evaluate the progress of the transformation model strategies as ACHS implements the model. Weekly meetings with the leadership team will be conducted, as well as review of data with the Principal - to ensure benchmarks and target performance tasks are being met. If mid-course corrections need to be taken, the Turnaround Leader will make the decisions in consultation with the Associate Superintendent - to ensure that changes are made immediately. The Principal and the Turnaround Leader are ultimately responsible for weekly analyzing of the data and sharing findings with appropriate staff members. An action timeline will be developed by the Turnaround Leader to ensure all members understand what is expected of them and when the actions are to take place during any given month. The Turnaround Leader will establish an assessment calendar to identify the various student assessments that will be taken throughout the school year. The assessment tool (*Galileo*) will be used to monitor student learning. For all external providers, the evaluation for each partner will be clearly laid out in the scope of work that will be adopted when a contract is signed.

8. **External Providers:** The LEA hired external providers that were screened and hired from the external list of providers that the Arizona Department of Education provided in Attachment G - vendor list. The LEA intends to contract with:

- *WestEd* for Instructional Protocol, Family and Community support and Math content support,

- *NISL* for leadership development,
- *Beat the Odds* for leadership development,
- *Assessment Technology, Inc.* for data housing and analysis,
- *TeachScape* for teacher evaluation services, and with
- *KOI* for culture and climate improvements across the campus.

The LEA Turn Around leader will monitor the contracts with the external providers and ensure mid-course benchmarks are set with action steps and monitoring elements. If a mid-course correction or the termination of a contract is needed, the LEA will take immediate action.

9. ***Alignment of Resources:*** The LEA/ACHS has taken great measures to prioritize resources to ensure focus on best practices and strategies that gain results in student achievement. Each dollar and resource within the LEA is focused on direct support for students or indirect support for structures that allow the Principal to focus on instructional practices. All required model components will be implemented and the LEA will continue to search for additional resources to support the strategies identified in the Transformation Model. For example, ACHS has applied for a 21st century grant to enable extended learning time for students. All funding sources that the school is eligible for, are part of the planning process for developing the LEA plan.

10. ***Fiscal Capacity:*** Pima Prevention Partnership is a 501(c) 3 non-profit certified by the IRS. As a nonprofit, with an average annual budget of \$10 million, the agency relies exclusively on federal, state and local grants and contracts for its revenue. The agency operates a full Finance and Grants Management staff and functions under the auspices of generally accepted accounting procedures (GAAP). All financial transactions are entered and managed through an agency-wide accounting software system known as Serenic Navigator. Internal controls are established throughout the agency to ensure integrity. These controls are established in accordance with COSO and AICPA recommendations. The agency CFO provides weekly updates to the Superintendent/Executive Director on routine basis and monthly to a governing Board of Directors. In addition, the agency is audited annually by an independent CPA firm of auditors who specialize in both nonprofit, grants, governmental single audits and charter schools.

11. ***Sustainability:*** The LEA/ACHS has a clear plan for sustainability once the grant funding is no longer available. The plan includes the following:

- Systems for curriculum development, instructional walk-throughs, assessment cycles and professional learning will be developed, adjusted and monitored to ensure the successful continuation.
- Systems for teacher evaluation will be implemented and stabilized throughout the grant to ensure seamless use after the grant completes.
- Professional Development attended and implemented by the Principal will enable the continuation of the growth of the leadership team leading to sustained change.
- Incentives and career growth provided to staff during the grant will create more effective teachers once the grant has been completed.
- Strong professional development aligned to the Arizona College and Career ready standards during the grant will ensure the focus on those standards once the grant is over.
- Systems for data collection, data review and data analysis will become part of the data-driven culture, once the grant has expired.
- The increased time for students created by a new schedule at the beginning of the grant can then be sustained easily with the student population once the grant is over.
- The increased focus on family and community engagement during the grant period will increase the culture of a welcoming environment that will continue after the grant.

- The complete *RTI* program, including Math and Reading, will be refined to systematic measures - to ensure a solid programming once the grant is completed.
- A behavior management plan and system will be created and monitored - to ensure classroom environments that are not inhibited by inconsistent classroom management.

Capacity for continuous improvement is currently being built at all levels of leadership. The Principal is participating in various research based programs to enable the identification of a strong leadership style built on servant leadership. In addition teacher leaders are being developed as well through research based programs including NISL to ensure strong and sustainable leaders once the grant is completed. As transformational systems are implemented and formalized, school improvement efforts will be sustained. School leadership will monitor this implementation process; leadership will slowly reduce resources or personnel in order to fully transition into school improvement sustainment.

Section C: Needs Assessment

1. Current Conditions:

Arizona Collegiate High School (ACHS) is a charter school that serves grades 9 – 12 in the urban center of Phoenix, AZ. The student body of ACHS is quite unique: Eighty-nine (89) percent of ACHS students are Hispanic; five (5) percent African American; four (4) percent white; and one (1) percent other. Ninety-seven (97) percent of all students are living in poverty according to ACHS National School Lunch applications. As a result of being a mission-driven organization with a focus on serving the most marginalized youth, challenges for the first year of operation were observed. For example, in SFY2012, ACHS was given a Priority School label. Since then, ACHS and has been working with School Improvement and Intervention (SII) for the past two years. As a result of the support from SII, ACHS has seen substantial academic gains.

Data was gathered from internal and external sources by the school team, comprised of the principal, curriculum coordinator, academic counselor, instructional coaches, teachers as appropriate, and the grants manager. The team was already aware of the low AIMS scores, further substantiated by low quarterly benchmark scores (ATI/Galileo). After a thorough review of AIMS and benchmark scores, informal and formal conversations took place to analyze the data sets and identify student needs. Other sources used to identify student needs included anecdotal evidence from administration and local Parent Survey data, administered February 2014, Student Survey from December 2013, and student polling in February 2014. Results of the parent and student surveys are summarized below:

- Seventy-five (75) percent of parents who responded indicated they wanted to learn how to help their student in school but didn't know how.
- Seventy-Five (75) percent of all responses indicated they believe ACHS provides positive relationships for students and works to improve student attendance, dropout rates and graduation.
- One hundred (100) percent of all responses believe the principal is a good leader and focused on school improvement.

ACHS's student body size (on average 200 high-risk students per instructional day) allows staff to pursue the school's mission on an in-depth instructional level, meaning that each student gets individualized attention in the classroom. However, smaller enrollment means that both federal and state funds are limited, which restricts the availability of academic programs.

Effective Leadership - Since opening in 2011, ACHS has shown double digit gains in their reading and writing state assessment scores. The current principal has led this improvement effort and continues to focus on his effectiveness as a leader. In 2013, the principal joined the *Beat The Odds* Institute (BTO) and *The National Institute of School Leadership* (NISL). The *SII* Team assigned to ACHS recently conducted their Progress Monitoring of Implementation and wrote, ***“Arizona Collegiate High School is making progress toward improvement as indicated by benchmark data improvement and performance on AIMS assessment. The leadership team demonstrates a strong commitment toward ensuring that systems are in place to support the school’s improvement efforts. The use of data is recognized as a pivotal tool in making informed instructional decisions.”*** ADE recommended continuing ACHS’ *NISL* and *BTO* participation and continuing to lead the change process as ACHS works through the new standards and assessment system.

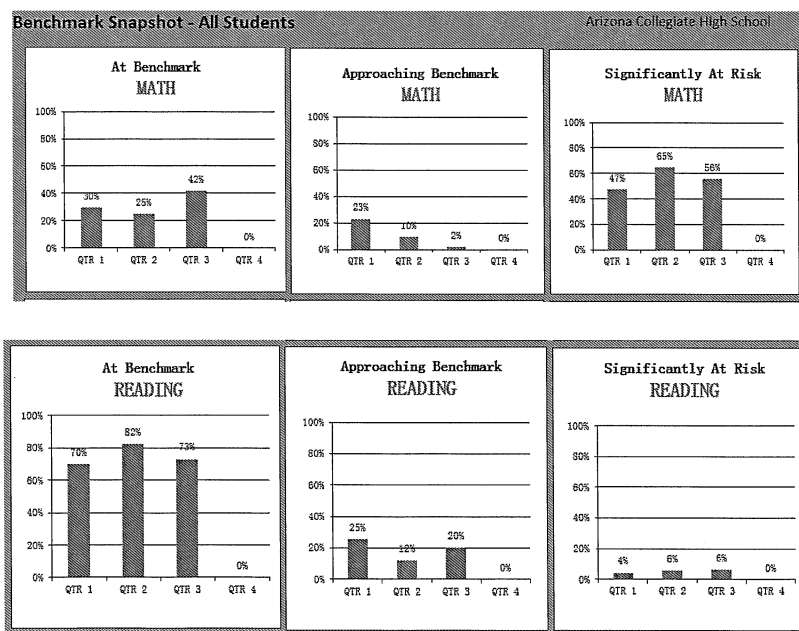
Effective Teachers - ACHS has experienced difficulty retaining Highly-Qualified and effective teachers and is currently interested in building the capacity of those, who remain on campus. Charter schools with large volumes of high-poverty, ethnic minority students located in gang-infested neighborhoods are typically are perceived to be dangerous, overcrowded and poorly maintained, a main set of reasons why it becomes difficult to attract qualified teachers. Additionally, due to funding limitations, a single teacher may be required to teach multiple subjects (i.e. a social studies teacher needs to teach US history, world history, economics and government) which is less alluring than teaching in a traditional school. Knowing this, ACHS teachers are provided with a comprehensive professional development plan that focuses on key components of effective instruction (including but not limited to: student engagement, depth of knowledge, daily learning goals, and assessment practices). ACHS has provided this through the instructional coaches and implementation specialist the Priority Grant has provided. Depth of Knowledge, instructional scaffolding and the use of academic vocabulary are all areas that still need to be addressed. In review of the aggregate observation results from this year, the administration at ACHS found that only twenty-seven (27) percent of the teachers observed ensured student engagement throughout the learning and fifteen (15) percent of the teachers observed used formative assessment to determine the instructional needs of each student.

Instructional Time - The ACHS daily schedule is designed to increase the amount of time students have access to their teachers and also to increase the amount of credit that can be earned. Essentially, students have the opportunity to take five classes per quarter, which will allow them to earn up to nine credits per academic year. ACHS does have a robust online curriculum for those students, who require more time to either increase their literacy/numeracy skills or who need to make up credits. Students will have the opportunity to use any device to access supplemental software to improve their skills and attain credits. ACHS uses a tiered approach to *Response To Intervention (RTI)* to increase the instructional time. Tuesday through Thursday, remedial classes are offered specifically to address gaps identified from the district- approved AIMS predictor benchmark exams. Those classes meet for an additional three hours and 20 minutes a week. Enrollment in tier II classes is determined by student performance on the benchmark tests. Students are incentivized to “catch up” and demonstrate their knowledge so they can be removed from the tier II class and be released earlier on those days. Going forward, ACHS is moving next year’s tier II course to third period so that students who do not need the remedial classes will be able to focus on enrichment courses which will build credits toward graduation. ACHS’ tier III interventions have been limited to one math interventionist for the current year. No reading

specialist was on campus for the current year. ACHS also makes use of the State Tutoring Fund for its tier III interventions.

Instructional Program - ACHS offers courses that are aligned to the current ADE K-12 Academic Standards and the Arizona College and Career Ready Standards. A review of new ACHS student pre-test data shows the majorities of students have been to over four high schools before enrolling in ACHS. Also, students demonstrate an average of seventh grade literacy and numeracy skills. This means that most students enrolled are over two years behind, both in skill and credit. ACHS has addressed this by having teachers develop common assessments with our sister school in Tucson, update our curriculum maps and pacing guides, and implement professional learning communities (PLC). ACHS will continue to refine its PLC process.

Data-Informed Instruction - In order for data-informed instruction to continue, it is essential that ACHS employs an academic data analyst, who can disaggregate data and disseminate to the staff so that the PLCs can continue to be refined and used as an effective strategy. Additionally, ACHS plans to continue to use *ATI* and its *Galileo* assessments to gather standards-based data to make informed student decisions as it relates to the *Response To Intervention (RTI)* process. Currently, the ACHS math teacher serves as the data coordinator and helps train and coach staff on the use of data. This position has been identified as an essential component for ACHS in order to sustain improvement efforts and to build teacher capacity. What follows is the ACHS Reading and Math benchmark data from *Galileo*, which demonstrates students' highest need in Math intervention and instruction:



Environmental/Non-Academic Factors - Each year, the principal ensures resources have been allocated to sustain continuous improvement by reviewing the M & O budget, entitlement grants and other funding opportunities. With resource management being an important function of the school's operation, resources are continuously monitored and examined to provide for the essential needs of the school. In the 2013 School Year, ACHS reported more than 200 referrals to the vice-principal for poor student behavior and would like to see that number drop by 50 percent. ACHS plans to do this by solidifying the uniform code disciplinary process and establish a tiered

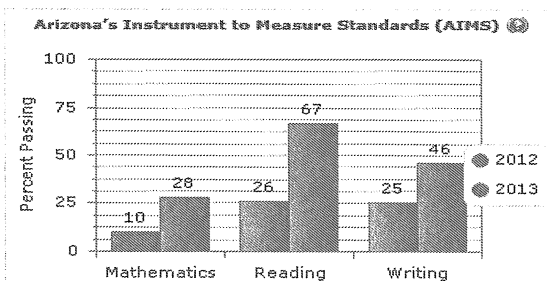
behavioral and attendance intervention program. To do this, a behavioral interventionist will be needed as well as a program for the interventionist to follow - to create a collective change in student body behavior.

Stakeholder Engagement - ACHS has benefitted from a supportive Governing Board, site-based administrative autonomy, a supportive staff, including the superintendent and associate superintendent, and community-wide support. Unfortunately, parent involvement has been a challenge and therefore needs a Parent/Teacher Academic Team approach. This particular approach is important because the quality and quantity of the academic information teachers share with parents will increase awareness and facilitate a shared effort in the student's learning process. *APTT Qualitative Research* shows that many students met or exceeded academic expectations with confidence, when parents and teachers created collaborative structures of support. A replication of this approach will create a community with one vision of student success. To do this, teachers will require training as well as coaching - to ensure the program is implemented with fidelity.

2. Student Performance:

ACHS received an alternative school label from ADE in the 2013 School Year. This designation was based on 97 percent Title I-eligible and a 95% minority population. Additionally, 27% of the students at ACHS have arrest records. The data in the following chart, show student performance over the past two years, using AIMS data.

Although significant and substantial gains have been achieved under the leadership of the current principal, it is clear more improvement is necessary in regards to math, reading and writing. In addition to performance on state assessments, students at ACHS will benefit from improved programs related to credit attainment and graduation. Currently, ACHS has a four-year graduation rate of 25% percent and a five-year graduation rate of 40.4%.



How do ACHS students perform by grade level?

The following graph shows how ACHS grade levels performed in state-mandated testing. The data shows that sophomores, who have had the advantage of enrollment for two years at ACHS do very well on the state assessment in reading. That percentage falls to less than half passing in 11th and 12th grade. This is attributed to students entering ACHS, behind in credits and with large gaps in their education. ACHS students would benefit from more support at the upper classman level. The 2013 percent passing of FAY students AIMS and AIMS A were as follows for Reading – 10th grade, 70%; 11th grade, 48%; and 12th grade 45%. The 2013 percent passing for Mathematics were as follows: 10th grade, 31%; 11th grade, 35%; and 12th grade, 22%. Percent passing all students was 41%.

ACHS students continue to struggle with mathematics, which provides the rationale for increasing the support to attract and retain teachers who are Highly-Qualified. All students will benefit from increased learning-time dedicated to mathematics. Continuing ACHS' *RTI* approach will support our students further by identifying math deficits on our benchmark assessments. Once identified students will receive increased interventions aimed at filling in the skills necessary to access grade level skills. This intervention will lead to sustaining ACHS efforts.

Benchmark Data by Grade		Baseline(if applicable)/Benchmark						Benchmark (Data Submission Due Oct. 1)						Benchmark (Data Submission Due Feb. 1)					
		At Benchmark		Approaching Benchmark		Significantly At Risk		At Benchmark		Approaching Benchmark		Significantly At Risk		At Benchmark		Approaching Benchmark		Significantly At Risk	
Bottom Quartile Students		Bottom Quartile tested for Math				27		Bottom Quartile tested for Math				26		Bottom Quartile tested for Math				28	
		Bottom Quartile tested for Reading				27		Bottom Quartile tested for Reading				27		Bottom Quartile tested for Reading				28	
Math Tool	Galileo	0	0%	0	0%	27	100%	2	8%	5	19%	19	73%	1	4%	1	4%	26	93%
Reading Tool	Galileo	0	0%	24	89%	3	11%	19	70%	10	37%	3	11%	2	7%	20	71%	6	21%

What is the progress achieved by our bottom quartile students? The following chart shows that at the beginning of each semester, students are Significantly At Risk of not passing with the skills needed to earn credit as measured by the *ATI Galileo Assessment* system. Over time, one begins to see the Significantly At Risk category decrease. ACHS also demonstrates larger gains in reading, showing that students will benefit from increased intervention and support in mathematics.

How does our students' performance compare with the state?

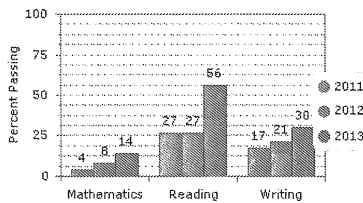
Currently, for the baseline year of 2012 the scores are way below the state average.

AIMS Mathematics – High School - 2012			
State/ACHS	Subgroup	Percent of Students at Each Performance Level	
		Percentage passing	Percentage not passing
State	All	64	36
ACHS	Students	10	90
AIMS Reading – High School - 2012			
State/ACHS	Subgroup	Percent of Students at Each Performance Level	
		Percentage passing	Percentage not passing
State	All	82	18
ACHS	Students	27	73

How ACHS students' performance compares demographically with similar high schools? ACHS has shown it outperforms demographically similar high schools in its immediate area. This shows that the interventions taken thus far are shown to work and the staff is effective with their efforts that are not sustainable with the current level of funding. The following graphics are taken from ADE's report Cards:

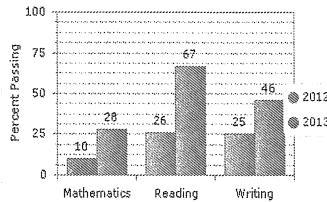
Career Success High School

Arizona's Instrument to Measure Standards (AIMS) ②



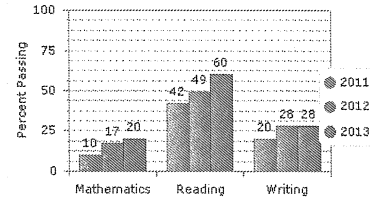
ACHS

Arizona's Instrument to Measure Standards (AIMS) ②



RCB Medical Arts Academy

Arizona's Instrument to Measure Standards (AIMS) ②



3. Primary Concerns/Root Causes

The top three primary concerns impacting student achievement are:

a. *High mobility and low attendance rates:* This concern is related to the climate and culture surrounding the ACHS campus. Many of the students who attend ACHS have had negative experiences with their previous schools and previous administrators. Additionally, one of the characteristics of a high-minority/high-poverty demographic is mobility. Non-academic factors require families to move locations and contact information which often results in students transferring schools or ultimately dropping out of high school. Children who move need to adjust to a new curriculum, new teachers and peers, and a new physical environment. Students with high mobility rates cause problems for the school itself, teachers, and other students because teachers must respond to every new student and be flexible enough to adjust plans and expectations, even as they struggle to maintain some sense of what their students already know. According to the *National Research Council* and *Institute of Medicine*, frequent mobility due to negative reasons, like family disruption or loss of employment, are often associated with a high poverty populations in the context of high stress and few resources, which poses serious threats to a student's ability to graduate.

b. *A lack of effective teachers:* Due to the small size of ACHS, teachers often teach up to five different classes, which require them to shift focus between different content. This often pulls teachers away from making individual student interventions and requires them to lesson plan. ACHS has made PLCs a primary focus to offset this and created time for teachers to collaborate and explore each student's achievement. Also, ACHS has demonstrated an issue attracting qualified personnel, as mentioned. Although ACHS offers competitive salaries and benefits (including ASRS participation), its location and demographic often keep teachers from applying. With the current limitation on strategies to build capacity, the aggregate classroom observation results from this year show ACHS teachers demonstrate the following: (i) Sixty-four (64) percent of teachers failed to explicitly state the objectives during the lesson. (ii) Zero (0) percent of the teachers were teaching at a depth of knowledge of three or higher (strategic thinking and extended thinking). (iii) Eighty-one (81) percent of teachers failed to monitor and make individual or collective adjustments to their instruction based on demonstrated student knowledge. (iv) Sixty-eight (68) percent of teachers did not explain specifically what students were doing incorrectly and how to correct it. (v) Twenty-four (24) percent of teachers observed failed to maintain standards for behavior in their classrooms.

c. *Lack of family engagement:* In low-income households where adults are less likely to hold high school diplomas or degrees of higher education, students lack positive academic role models who emphasize the importance of graduating high school. ACHS has attempted to build relationships with parents and adult caregivers by hosting a monthly "Coffee with the Principal" (less than three (3) percent of parents participated), parent/teacher conferences (less than ten (10)

percent of parents participated), performing arts showcases (less than thirty-five (35) percent of families participated) and advisory meetings (less than five (5) percent of all families participated). Creating a community with one shared vision for success will provide students with much needed support. This demonstrates the need for creating a more robust family engagement program that includes home visits and the creation of an academic parent/teacher team through *WestEd's APTT* program.

What are the specific symptoms and what is the impact? ACHS has a high-minority, high-poverty demographic with a student population that has a high number of 17 and 18-year-olds, who have few academic credits. The symptoms include high absenteeism, inability to get to and from school, lower graduation rates with higher dropout rates, behavioral problems in and out of the classroom, and lack of academic performance. During the 2013/2014 school-year, ACHS began the school year with 250 students. Approximately 25 percent of them were 18 years old or older, with less than 10 credits on average. This affects the ACHS graduation rate and keeps it low. ACHS will continue to enroll all students in the Phoenix Area, who want another chance at graduation. In the classroom, students often disrupt the learning environment and act out when asked to complete a task due to their low abilities. It is easier to get “kicked out” of class as opposed to struggling with learning. Students have experienced so much failure they do not want to put forth the effort required. This led to 200 referrals from classroom teachers last year and continues at the same rate this year as well. ACHS requires a more robust system of positive incentives designed to motivate students like *PBIS*. This will allow the staff to become trained in various ways of interacting with students, which should lead to a decrease in the amount of referrals in a given year. The impacts include: (i) a low graduation rate as evidenced by a four-year graduation rate of 25 percent and a five-year graduation rate of 40.4 percent and (ii) a chaotic learning environment for students.

What conditions allow the problems to occur or continue? The conditions continue based on the lack of highly-qualified personnel. In ACHS' first year, a vice principal position had not been created. This required the principal to function as both, the instructional leader and the dean of discipline. As the discipline referrals increased, the time for instructional leadership decreased. This meant the principal could not be observing classroom instruction and coaching. In the second year, a vice-principal was hired. She was not able to stay due to personal reasons and moved out of state. Her replacement was qualified, but left in the first semester of the third year due to personal reasons. This required ACHS to hire someone only marginally qualified to serve as vice principal. ACHS is currently recruiting a qualified vice-principal for the coming school year to assist with implementing the comprehensive programs being requested.

What other problems surround the occurrence of the central problem? As mentioned above, ACHS has also experienced difficulty attracting and retaining Highly-Qualified teachers, which contributes to low student performance. For example, due to student body size, the ACHS social studies teacher is required to teach world history, U.S. history, economics and government. Also due to size and funding limitations, the ACHS science teacher is required to teach integrated science, biology and chemistry, in addition to a remedial course designed to help students pass their AIMS tests. By increasing the size of the staff, ACHS will be able to keep class sizes small and provide more targeted assistance to help students gain the knowledge they need to demonstrate learning in the classrooms and ultimately earn credits towards graduation.

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:	Arizona Collegiate High School		
Briefly describe why the Transformation Model was chosen for the school:			
Arizona Collegiate High School chose the Transformation Model, since the model had the most flexibility in terms of implementing a variety of strategies to ensure reaching set benchmarks would occur.			
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.			
Bold Performance Target for Math: The target would be 62% meets or exceeds by Juniors and Seniors that still need to pass AIMS math which is above the state average.			
Bold Performance Target for Language Arts: The target would be 83% meets or exceeds by Juniors and Seniors that still need to pass AIMS reading which is above the state average.			
Bold Performance Target for Graduation Rate: The target would be 60% for graduation rate.			
Transformation Model	Model Implementation Plan	Timeline	Monitoring/Evaluation Plan
Description of Transformation Model Program Requirements.	Describe specific strategies and action steps for each of the Transformation Model Program Requirements to be used to progress towards the performance targets.	Provide a list of tentative dates (beginning and end dates) in which the action steps will be implemented.	Describe the LEA plan for monitoring progress of implementation of the Transformation Model.
			Budget/Resource Alignment 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.
<p><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></p>	<p>Our current principal has been in the position for less than five (5) years and has demonstrated the ability to lead school improvement efforts to produce substantial gains. The principal will not be replaced and has been given sufficient operational flexibility with regards to staffing, calendars/time, and budgeting.</p>	N/A	<p>The principal will report to the Turnaround Leader on a bi-monthly basis. This will involve progress monitoring reports be submitted for all transformative efforts including but not limited to classroom observation data, behavioral interventions, school culture programs, reading/math interventions and student achievement data.</p>	N/A
<p><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</i></p>	<p>TeachScape has been identified as the program that will be used to house principal and teacher evaluations.</p> <p>Strategy: Build Highly Effective Teachers which contribute to increased student performance.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> Beginning with pre-service, the LEA staff (including the principal) and teachers will receive training on how to set up and use the online systems; <i>Teachscape Focus and Reflect</i> 	<p>Begins: August 2014</p> <p>Ends: June 2015</p> <p>Observations: On-Going</p> <p>Collaboration and Coaching: Quarterly</p>	<p>Teacher Evaluation Plan:</p> <ul style="list-style-type: none"> Teachers will be observed providing instruction on a weekly basis. Teachers that do not meet the LEA expectations for instruction will be assigned a Plan of Assistance (POA) that identifies support systems, timelines for completion and objectives. 	\$6,000: over 3 years

<p>increased high school graduation rates, and are designed and developed with teacher and principal involvement.</p>	<ul style="list-style-type: none"> The principal will enter data weekly from classroom observations and review with staff and the Turnaround Leader to celebrate successes and strategize improvement efforts for areas not meeting expectation. 		<p>-Teachers that successfully meet the criteria established within the POA will exit the plan.</p> <p>- Any teachers who do not meet the criteria established in the POA will be assigned a Performance Improvement Plan (PIP) which outlines the criteria for continued employment.</p>	
<p>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.</p>	<p>Pay for Performance: School leader, teacher and other staff rewards for increasing student achievement and high school graduation rates</p> <p>Strategy: Teachers and administrators who meet the Transformation Model Program Requirements will receive additional pay for performance stipends.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - By August 2014, the LEA will determine the benchmarks for performance criteria and who within the LEA is eligible for performance pay. - Beginning in August 2014, the principal will communicate with those individuals and inform them of the criteria and timelines. 	<p>Pay for Performance Criteria Established: By July 30, 2014</p> <p>Pay for Performance criteria communicated: By August 8, 2014.</p> <p>Pay for Performance data reviewed and payouts: December 2014 and May 2014.</p>	<p>LEA staff, the turnaround leader and the site principal will review student achievement data monthly to ensure teachers are on track to receive the pay for performance. If the data is not trending in that direction, the teacher will be included in additional collaborative sessions to identify strategies to meet the established criteria.</p>	<p>\$174,000 over 3 years</p>

	<p>- The principal and turnaround leader will review student achievement data each semester.</p> <p>Hire WestEd Consulting to increase the effectiveness of instruction in the classroom and to improve the skills of the mathematics teachers.</p> <p>Strategy: Using the T4S instructional protocol, the WestEd consultant will work with the Principal and coach teachers based on the protocol. In addition, the WestEd math consultant will coach math teachers as well as complete the transition in terms of teacher skills to the Arizona College and Career Ready standards.</p> <p>Action Steps:</p> <p>-By August 2014, the LEA will have a contract written and approved with WestEd for the consulting services.</p> <p>Hire Holt/McDougall consultants to work with all teachers on the transition to the Arizona College and Career Ready standards.</p> <p>Strategy: Using consultants that are also familiar with our adopted textbook will further the teachers understanding of the Arizona College and Career Ready standards.</p>	<p>Begins: August 2014 Ends: May 2015</p> <p>Contract signed by August 2014. Schedule set up by August 2014.</p> <p>Contract with Holt/McDougall signed by August 2014. Schedule set up by August 2014.</p>	<p>The evaluation plan for WestEd will be developed and implemented in conjunction with the scope of services provided to and agreed upon by the vendor and the Turnaround Leader. The leader will monitor the consultants as well as the budgets to hold them accountable for the scope of work.</p> <p>The evaluation plan for Holt/McDougall will be developed and implemented in conjunction with the scope of services provided to and agreed upon by the vendor and the Turn Around Leader. The leader will monitor the consultants as well as the budgets to hold them accountable for the scope of work.</p>	\$323,000 over 3 years
<p><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></p>				

	<p>Action Steps:</p> <ul style="list-style-type: none"> -By August 2014, consultants will be hired and timeline set for dates of work. Pay mileage for Principal to visit other schools. Strategy: Principal will visit four other schools with similar demographics to gain insights into best practices. <p>Action Steps:</p> <ul style="list-style-type: none"> -By September 2014, schools contacted and a timeline set for visits. Attend Solutions Tree and ADE conferences by school leadership. Strategy: Attend top rated conferences to understand best practices and find out about research based practices. <p>Action Steps:</p> <ul style="list-style-type: none"> -Continuous throughout the year visit the two entities calendars to find out what conferences will be offered. Travel costs for teachers to collaborate and visit schools with best practices including sister school in Tucson. 	<p>By September 2014 a schedule will be set up for visitation by Principal once a quarter.</p> <p>Continuously throughout the year the Turn Around leader will arrange for opportunities for leadership to attend conferences depending on availabilities.</p> <p>By August 2014, a schedule will be set up for all teachers to visit schools, each teacher will have no less than two visits per year.</p>	<p>The Turnaround Leader will require a reflection log from the Principal after each of his site visits.</p> <p>Each individual that attends a conference must complete a reflection sheet and present the learnings to the staff during professional development.</p> <p>The Turnaround leader will collect a reflection sheet from each teacher after the visits.</p>	
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	<p>Strategy: Teachers will visit and collaborate with other teachers of like subjects.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -By September 2014, a schedule will be set up for the visits. Continue with participation in Beat the Odds by Principal. <p>Strategy: Already started the 3 year Beat the Odds program, 2014 will be year 2 of implementation.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -By August 2014, pay will be submitted for year 2 of the program. Continue with Implementation Specialist. <p>Strategy: Continue to have Johanna Hofemiser on campus to implement the strategies and fulfill the job responsibilities as outlined in the application.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -By July 2014, set up her yearly schedule. <p>Cover advertisement costs for hiring of HQ and effective teachers.</p>	<p>By August 2014, the second year contract will be signed and the Principal registered for the program. Attendance will be determined by the program.</p> <p>By August 2014, ADE will have assigned an Implementation Specialist to ACHS. She would continue all year.</p>	<p>The Principal will participate and report back to the Associate Superintendent all the required evaluation components of the program.</p> <p>The Implementation Specialist will supply their coaching log as required by ADE along with the evaluation pieces in the SIG application.</p>	
<p><i>Implement such strategies as financial incentives, increased</i></p>		<p>As determined by the vacancies, advertisements</p>	<p>The Principal will follow up on all advertisements and is responsible for hiring.</p>	<p>\$11,000 over 3 years</p>

<p>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.</p>	<p>Strategy: The cost of advertising in more effective places would be covered by the grant and make the places that we advertise more available.</p> <p>Action Steps: -As needed advertise in new locations.</p> <p>Cover the costs for teachers to become more effective by taking college level classes.</p> <p>Strategy: Cover tuition for teachers to take college level classes to increase their skill set and effectiveness.</p> <p>Action Steps: -By October 2014, identify the best opportunities for the current teaching staff. -By November 2014, have the teachers registered for the courses.</p>	<p>would run to hire effective teachers.</p> <p>By October 2014, the Principal and the Turnaround Leader would identify the teachers that would benefit from additional learning opportunities to strengthen their effectiveness. By November they will have registered for the courses. By May 2015, the courses would be completed. Each teacher would sign a contract with the school to stay for a length of 5 years.</p>	<p>The Turnaround Leader will be responsible for collecting the transcripts of the teachers that participate.</p>	<p>\$185,080 over 3 years</p>
<p>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.</p>	<p>Purchase notebook carts to be used for benchmark assessments and the instructional program so that differentiation can be done in the Tier I RTI program.</p> <p>Strategy: Teachers would use notebooks to administer benchmark assessments and provide</p>	<p>By August 2014 the notebooks would be purchased and they would be used daily.</p>	<p>The Data and Technology specialist will be responsible for overseeing the implementation of the benchmark assessments and monitor the implementation during each testing cycle.</p>	

	<p>differentiation of instruction to struggling students.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -By August 2014, purchase carts. -By October 2014, have a schedule set up for use. <p>Send teacher to AP Literature training and purchase materials so that the class can be offered.</p> <p>Strategy: By providing a high level course for students, the rigor and expectations for meeting the standards will occur.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -By March 2015, teacher attends AP training. -By April 2015, order materials. -By May 2015, students identified for class. By August 2015, offer first class. <p>Pay teachers to work additional time to provide more time for collaboration.</p> <p>Strategy: Teachers will work two additional hours a week to collaborate on student work and analyze data.</p> <p>Action Steps:</p>	<p>By March 2015, a teacher will be selected and participate in AP training. By April 2015, the materials would be ordered. By May 2015, students will be identified and scheduled into the class for the fall. By August 2015, the class will start.</p> <p>Teachers will meet twice weekly for a total of two hours at the rate of pay of \$25.00 an hour. This will start the first week of school and continue until the last week of school.</p>	<p>The Principal will be responsible for ensuring that the teacher is trained, approves the course within AP, and places the course on the master schedule.</p> <p>Collaboration logs will be turned into the Principal with minutes from the meetings.</p>	
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	-By the first week of school, have the teachers set up in payroll to receive the additional compensation.				
<i>Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</i>	<p>Hire a consultant from Assessment Technology, Inc to review data with teachers 4 times per year.</p> <p>Strategy: Teachers will be released to work with the consultant to review and analyze data.</p> <p>Action Steps:</p> <p>-By August 2014, set up schedule for consultant and complete a signed contract with the vendor.</p> <p>Purchase tablets for teachers so that they can monitor data, monitor benchmark assessments in real time and provide differentiated instruction for students.</p> <p>Strategy: Teachers will have a flexible way to monitor benchmark assessments in real time and provide instant access to needed resources for differentiation.</p> <p>Action Steps:</p> <p>-By September 2014, purchase tablets.</p> <p>By December 2014, provide training to staff.</p>	<p>By August 2014, the contract will be set up with ATI and a schedule created for the consultant to work with teachers once per quarter.</p> <p>By August 2014, the tablets are purchased. By December 2014, teachers will receive training. The tablets will be used daily.</p>	<p>The Turn Around Leader and the Principal will monitor the consultant for accomplishing the outline in the scope of work when the vendor is hired.</p> <p>The Principal will be responsible for monitoring the use of the tablets and requiring monthly logs as to the use for the first year.</p>	\$114,771 over 3 years	

<p><i>Establish schedules and implement strategies that provide increased learning time.</i></p>	<p>Provide a data stipend to one teacher to coordinate the efforts of the RTI program.</p> <p>Strategy: A teacher will direct all the efforts of the Tier II and III RTI program using the available data sets.</p> <p>Action Steps: -By August 2014, set up the teacher to receive the stipend in two increments, in December and in May.</p> <p>Hire a Data and Technology Specialist that will coordinate all the assessments and support technology efforts across the campus.</p> <p>Strategy: A teacher will work half time and direct all the assessments and the coordination of technology efforts to support the transformation model.</p> <p>Action Steps: -By August 2014, the person will be hired.</p>	<p>By August 2014, a teacher will be identified to fill this role and the paper work completed to pay out the stipends in December and May. The teacher will daily direct the work of the math and reading interventionists.</p> <p>By August 2014, a .5 FTE Data and Technology Specialist will be hired to coordinate all the assessments and technology initiatives throughout campus including PARCC.</p>	<p>The Principal is responsible for meeting with the teacher coordinating the RTI implementation on a weekly basis and reviewing the students and the interventions for approval.</p> <p>The Turn Around leader will be responsible for evaluating and scheduling the .5 time of the data and technology specialist.</p>	<p>\$504,469 over 3 years</p>
	<p>Facilitate a Freshman Academy</p> <p>Strategy: Hold a freshman academy so that freshman students come back to school one week early.</p>	<p>The Freshman Academy will be held one week prior to school starting.</p>	<p>The Principal and two teacher leaders will be responsible for setting up and organizing the Freshman Academy.</p>	

	<p>Action Steps:</p> <ul style="list-style-type: none"> -By July 1, 2014, a freshman academy will be planned and as students register they will be notified that they are to come back a week before the actual calendar. Hire a Math and Reading Interventionist Strategy: Provide Tier II and III programming for struggling students. Action Steps: -By August 1, 2014, hire the teachers. 	<p>By August 2014, both interventionists will be hired to work full time on the Tier II and Tier III portions of the Academic RTI model.</p>	<p>The Principal will be responsible for hiring the Math and Reading Interventionist and will evaluate their work.</p>	
<p><i>Provide ongoing mechanisms for family and community engagement.</i></p>	<p>Contract with WestEd to provide training for an Academic Teacher Team Partnership.</p> <p>Strategy: Use this research based model to increase the communication about academics with parents and the community.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -By August 2014, set up a contract for implementation of the program. <p>Hire a Behavioral Interventionist</p> <p>Strategy: The Behavioral Interventionist will provide a structure</p>	<p>By August 2014, the contract will be signed with WestEd for these contracted services.</p>	<p>The Turn Around leader will be responsible for setting up the scope of work and monitoring the implementation of this program according to the best practices identified.</p>	<p>\$10,000 over 3 years</p>
<p><i>Additional Reform Activities:</i> <i>Specify: Improve Climate and Culture</i></p>		<p>By August 2014, the personnel will be hired and they will work full time on the behavior RTI model.</p>	<p>The Principal is responsible for hiring the Behavioral Interventionist however will be evaluated by the Vice-Principal.</p>	<p>\$114,108 over 3 years</p>

	<p>for Tier II and III of an RTI behavior plan.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -By August 2014, hire the personnel. -Continuous steps to communicating a strong RTI plan for behavior campus wide. <p>Provide incentives to support the behavior plan.</p> <p>Strategy: As the behavioral interventionist and the Principal implement the plan, these funds will be used to provide the incentives for positive supports.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> Continuous incentives based on the model chosen will be purchased and used. Purchase the character education curriculum - KOI. <p>Strategy: This curriculum will give the Behavioral Interventionist the needed curriculum support for implementation of RTI – behavior.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -By August 2014, have the contract signed and the dates set up for trainings. 	<p>As the RTI model for behavior is created, the incentives will be provided as needed.</p> <p>By August 2014, the signed contract will be completed and the services set up by the vendor.</p>	<p>The Vice-Principal will be responsible for purchasing the incentives in coordination with the work.</p> <p>The Turn Around Leader and the Principal will be responsible for purchasing the curriculum and monitoring the implementation.</p>	
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<p>Additional Reform Activities: Specify: Improve Graduation Rates</p>		<p>Hire Credit Recovery Monitor</p> <p>Strategy: The credit recovery monitor will be responsible for overseeing all the efforts associated with credit recovery alongside the Academic Counselor.</p> <p>Action Steps: -By August 2014, hire the personnel.</p> <p>Purchase tablets to be housed with the Academic Counselor.</p> <p>Strategy: The academic counselor will use the tablets on a daily basis to have students apply for scholarships, grants and complete the financial aid applications for higher education.</p> <p>Action Steps: -By August 2014, purchase the tablets.</p> <p>Purchase Credit Recovery Software</p> <p>Strategy: Students will be able to take courses in a credit recovery environment to ensure students can make up credits when they enter and are behind on credits.</p> <p>Action Steps:</p>	<p>By August 2014, the personnel will be hired. This person will work full time on the credit recovery initiatives.</p> <p>By August 2014, the tablets will be purchased and they will be used daily by students.</p> <p>By August 2014, the software will be purchased and it will be used daily by students.</p>	<p>The Principal is responsible for hiring and evaluating the Credit Recovery Monitor. The Academic Counselor will oversee the daily activities of this employee.</p> <p>The Academic Counselor will be responsible for the tablets on a daily basis.</p> <p>The Turnaround Leader and the Principal will be responsible for purchasing and ensuring the implementation of the software. The Credit Recovery Monitor and the Academic Counselor will be responsible for tracking</p>	<p>\$135,868 over 3 years</p>
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	-By August 2014, purchase the software and provide the needed training.		the accomplishments of credits.	
<i>Pre-Implementation- If requesting pre-implementation funds complete this section.</i>				\$0

Attachment F

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:		Pima Prevention Partnership		
Support Activities	Year 1	Year 2	Year 3	Total 3 Year Grant Amount
LEA Turn Around Leader .25 FTE	\$23,000	\$24,150	\$25,358	\$72,508
LEA Turn Around Leader .25 FTE benefits @43%	\$9890	\$11,091	\$11,646	\$32627

LEA Turn Around Leader travel expenses	\$5,000	\$2,000	\$2,000	\$9,000
Total	\$37,890	\$37,241	\$39,004	\$114,135

Transformation Model

Name of Participating School:		Arizona Collegiate High School			Total 3 Year Grant Amount
Strategies		Year 1	Year 2	Year 3	
Recruiting and hiring building principal	\$0	\$0		\$0	\$0
Teacher and principal evaluation systems	Teachscape - \$2,000	Teachscape - \$2,000	Teachscape - \$2,000	Teachscape - \$2,000	\$6,000
School leader, teacher and other staff rewards for increasing student achievement and high school graduation rates	Pay for Performance - \$70,000 Benefits PFP - \$14,000	Pay for Performance - \$50,000 Benefits PFP - \$10,000	Pay for Performance - \$25,000 Benefits PFP - \$5,000	Pay for Performance - \$25,000 Benefits PFP - \$5,000	\$174,000
Process for removing school leaders, teachers and other staff that have not after ample time increased student achievement and high school graduation rates	Rewards and monitoring to ensure increased student achievement noted other places in the budget.				\$0

Ongoing, high-quality, sustainable job-embedded professional development aligned with instructional program	<p>Hire WestEd - \$100,000</p> <p>Hire PD from Holt McDougall - \$10,000</p> <p>Pay for mileage for Principal to visit other schools - \$500</p> <p>Attend Solutions Tree and ADE conferences for Leadership - \$10,000</p> <p>Travel costs for teachers to visit sister school - \$4,000</p> <p>Beat the Odds - \$7,500</p> <p>ADE Implementation Specialist - \$30,000</p>	<p>Hire WestEd - \$50,000</p> <p>Pay for mileage for Principal to visit other schools - \$250</p> <p>Attend Solutions Tree and ADE conferences for Leadership - \$5,000</p> <p>Travel costs for teachers to visit sister school - \$4,000</p> <p>Beat the Odds - \$7,500</p> <p>ADE Implementation Specialist - \$30,000</p>	<p>Hire WestEd - \$25,000</p> <p>Pay for mileage for Principal to visit other schools - \$250</p> <p>Attend Solutions Tree and ADE conferences for Leadership - \$2,500</p> <p>Travel costs for teachers to visit sister school - \$2,000</p> <p>ADE Implementation Specialist - \$30,000</p>	<p>\$323,000</p>
	<p>Incentives, career growth and flexible work conditions designed to recruit, place and retain transformation staff</p>	<p>Advertisement costs - \$1,000</p> <p>Costs for paying tuition for teachers - \$3,500</p>	<p>Advertisement costs - \$500</p> <p>Costs for paying tuition for teachers - \$1,500</p>	<p>\$11,000</p>

Identify and implement an instructional program aligned to state academic standards	Netbook carts - \$50,000 Costs for AP Literature and Materials - \$5,000 Costs for teacher pay for collaboration time - \$15,300 Collaboration time benefits - \$3,060	Netbook carts - \$50,000 Costs for teacher pay for collaboration time - \$15,300 Collaboration time benefits - \$3,060	Netbook cart - \$25,000 Costs for teacher pay for collaboration time - \$15,300 Collaboration time benefits - \$3,060	\$185,080
	Cost for ATI - \$6,000 Costs for Tablets for teachers - \$5,000 Cost for Data Stipend for teacher - \$5,000 Cost for Data Stipend benefits for teacher - \$1,000	Cost for ATI - \$6,000 Cost for Data Stipend for teacher - \$5,000 Cost for Data Stipend benefits for teacher - \$1,000		
Assessment data review and analysis				\$26,000

Data systems	<p>Personnel cost for Data and Technology Specialist .50 FTE - \$20,000</p> <p>Data and Technology Specialist benefits - \$8,600</p>	<p>Personnel cost for Data and Technology Specialist .50 FTE - \$20,600</p> <p>Data and Technology Specialist benefits - \$8,858</p>	<p>Personnel cost for Data and Technology Specialist .50 FTE - \$22,218</p> <p>Data and Technology Specialist benefits - \$9495</p>	\$88,771
Increased learning time for students	<p>Freshman Academy - \$2,000</p>	<p>Freshman Academy - \$1500</p>	<p>Freshman Academy - \$1500</p>	\$5,000
Ongoing family and community engagement	<p>Cost for Academic Teacher Team Partnership out of WestEd - \$10,000</p>			\$10,000
Reading Interventions (RTI)	<p>Hire Reading Interventionist - \$38,000</p> <p>Reading Interventionist Benefits - 16,340</p>	<p>Hire Reading Interventionist - \$39,140</p> <p>Reading Interventionist Benefits - \$16,830</p>	<p>Hire Reading Interventionist - \$40,314</p> <p>Reading Interventionist Benefits - \$17,335</p>	\$167,969
Math Interventions (RTI)	<p>Hire Math Interventionist - \$40,000</p> <p>Math Interventionist Benefits - \$17,200</p>	<p>Hire Math Interventionist - \$41,200</p> <p>Math Interventionist Benefits - \$17,716</p>	<p>Hire Math Interventionist - \$42,436</p> <p>Math Interventionist Benefits - \$18,247</p>	\$331,500

	<p>Hire Additional Math Teacher to lower class size - \$35,000</p> <p>Math Teacher Benefits - \$15,050</p>	<p>Hire Additional Math Teacher to lower class size - \$36,050</p> <p>Math Teacher Benefits - \$15,502</p>	<p>Hire Additional Math Teacher to lower class size - \$37,132</p> <p>Math Teacher Benefits - \$15,967</p>	
<p>Additional Reform Activities: Specify: Improve Climate and Culture</p>	<p>Hire Behavioral Interventionist - \$20,160</p> <p>Behavioral Interventionist Benefits - \$8,669 +</p> <p>Costs for Behavior Incentives - \$5,000</p> <p>Costs for Character Education Curriculum: KOI - \$10,000</p>	<p>Hire Behavioral Interventionist - \$20,765</p> <p>Behavioral Interventionist Benefits - \$8929</p> <p>Costs for Behavior Incentives - \$5,000</p> <p>Costs for Character Education Curriculum: KOI - \$5,000</p>	<p>Hire Behavioral Interventionist - \$21,388 +</p> <p>Behavioral Interventionist Benefits - \$9197</p>	<p>\$114,108</p>
<p>Additional Reform Activities: Specify: Improve graduation rates</p>	<p>Hire Credit Recovery Monitor - \$20,160</p> <p>Credit Recovery Monitor Benefits - \$8,669</p> <p>Tablets for Academic Counselor to be used by students for FASFA</p>	<p>Hire Credit Recovery Monitor - \$20,765</p> <p>Credit Recovery Benefits - \$8929</p>	<p>Hire Credit Recovery Monitor - \$21388</p> <p>Credit Recovery Benefits - \$9197</p>	<p>\$135,868</p>

	and Scholarship Applications - \$6,000 Costs for PLATO Credit Recovery Software - \$40,760				
Pre-Implementation Activities	\$0				\$0
Total	\$664,468		\$503,334	\$397,864	\$1,565,666

Attachment H:

Pima Prevention Partnership gives permission to ADE to utilize a portion of the LEA's school improvement grant assistance funds to assign an LEA and School Improvement Implementation Specialist.