

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:	Sunnyside USD #12		
Mailing Address:	2238 E. Ginter Rd, Tucson, AZ 86706		
CTDS #:	100212000	Entity ID #:	NCES ID#:
Superintendent:	Dr. Manuel L. Isquierdo		
Mailing Address:	2238 E. Ginter Rd., Tucson, AZ 85706		
Telephone #:	520.545.2025	Email:	Manuell@susd12.org
Signature:			
Program Contact Person:	Dr. Ed Dawson		
Mailing Address:	2238 E. Ginter Rd., Tucson, AZ 85706		
Telephone #:	520.545.2018	Email:	Edwind@susd12.org
Signature:			
Fiscal Manager:	Dr. Ed Dawson		
Mailing Address:	2238 E. Ginter Rd., Tucson, AZ 85706		
Telephone #:	520.545.2018	Email:	Edwind@susd12.org
Signature:			
Total LEA Request: Indicate the total amount of funding you are requesting for both LEA and School. Please note: An individual budget will be required for each school site totaling to the amount listed below.			
Year 1	Year 2	Year 3	Total
\$ 1,450,080.00	\$ 1,200,000.00	\$ 1,000,000.00	\$ 3,650,080.00

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 #
Dr. Jan Vesely	Asst. Supe of C & I	JanV@susd12.org	520.545.2063
Dr. Ed Dawson	Dir Federal Programs	EdwinD@susd12.org	520.545.2018
Pam Betten	Ex Dir 1:1	PamB@susd12.org	520.545.2063

Schools to be Served

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

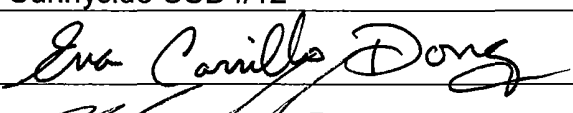

- *Eligible schools where the need and potential for dramatic growth is recognized (lowest performing schools).*
- *Eligible schools that, with the right investments, can serve as learning labs for the LEA to pilot and implement practices that could eventually have system-wide impact.*

School Name	NCES ID#	Priority	Selected Intervention Model (Include Requested Amount per School for YR 1)			
			Restart	Closure	Trans-formation	Turnaround
Challenger M.S.		X			X	

Section C: LEA and School Information and Signatures

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

LEA Signatures

LEA Name:	Sunnyside USD #12
School Board President Signature:	
Superintendent Signature:	

School Information & Signatures

Site #1 Name:	Challenger M.S.		
CTDS #:		Entity ID #:	
Principal Name:	John Benavidez		
Telephone #:		Email:	
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?		YES	<input checked="" type="checkbox"/> NO
Principal Signature:			
Site #2 Name:			
CTDS #:		Entity ID #:	
Principal Name:			
Telephone #:		Email:	
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?		YES	NO
Principal Signature:			
Site #3 Name:			
CTDS #:		Entity ID #:	
Principal Name:			
Telephone #:		Email:	
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?		YES	NO
Principal Signature:			

Section 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:	Sunnyside USD #12
School Board President Signature:	
Superintendent Signature:	

School Information & Signatures

Site #1 Name:	Challenger M.S.		
CTDS #:	10-02-12-132	Entity ID #:	5824
Principal Name:	To be Posted		
Telephone #:	520.545.2000	Email:	N/A
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?		YES	<input checked="" type="checkbox"/> NO
Principal Signature:			
Site #2 Name:			
CTDS #:		Entity ID #:	
Principal Name:			
Telephone #:		Email:	
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?		YES	NO
Principal Signature:			
Site #3 Name:			
CTDS #:		Entity ID #:	
Principal Name:			
Telephone #:		Email:	
Is school currently receiving a School Improvement Grant funded through 1003(a) funds?		YES	NO
Principal Signature:			

Section D: LEA Assurance Form

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

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

THIS AGREEMENT made the 22 day of MAY, 20 14, by and between Sunnyside USD 12 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:

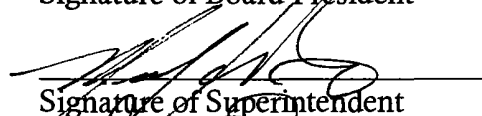
- ☒ Select a school leader using locally adopted competencies necessary to turnaround a SIG school.
- ☒ Complete and submit a Self-Readiness Assessment along with the LEA and School Continuous Improvement Plan annually.
- ☒ Develop and implement an LEA and School Continuous Improvement Plan that addresses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

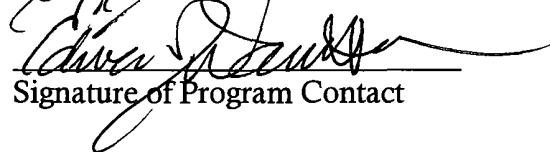
Eva Carrillo-Dong
Name of Board President


Signature of Board President

Dr. Manuel L. Isquierdo
Name of Superintendent


Signature of Superintendent

Dr. Edwin J. Dawson
Name of Program Contact


Signature of Program Contact

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

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

LEA and School Continuous Improvement Plan Addendum for Transformation Model

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

Name of Participating School:	Challenger Middle School			
Briefly describe why the Transformation Model was chosen for the school:				
SUSD chose to utilize the Transformation Model to dramatically change the environment for the children enrolled in Challenger. Change entails literal change of leadership as well as behavioral change by instructional personnel.				
Performance Targets: Describe the bold performance targets in math, reading/language arts and/or high school graduation rates for each participating school that will need to be met in order to meet the exit criteria. Provide estimated *annual performance targets for each of the three years.				
<i>*Adjustments for performance targets may occur based on newly implemented state assessment in 2014-2015 school year.</i>				
Student scores will be reported as Performance Indicators in the area of English Language Arts and Mathematics once a State-wide Accountability Assessment is determined and baseline data is obtained for SY14-15. Once determined, we will establish performance goals aligned to meet or exceed State averages, with a subsequent 10% increase for each year. Due to the current status in regards to the identification of a State Assessment, Challenger will utilize District Benchmark assessments to establish grade level performance targets on AZCCRS.				
Transformation Model	Model Implementation Plan	Timeline	Monitoring/Evaluation Plan	Budget/Resource Alignment
<i>Description of Transformation Model Program Requirements.</i>	<i>Describe specific strategies and action steps for each of the Transformation Model Program Requirements to be used to progress towards the performance targets.</i>	<i>Provide a list of tentative dates (beginning and end dates) in which the action steps will be implemented.</i>	<i>Describe the LEA plan for monitoring progress of implementation of the Transformation Model.</i>	<i>Clearly identify funds and/or resources that the LEA and School will use to support implementation each of the Transformation Model Program Requirements to achieve performance targets.</i>
Replace the principal who led the school prior to commencement of the	Replacement of Principal: <ul style="list-style-type: none"> The current principal has been notified of the priority status and has been removed 	May 2014 – June 2014	LEA will conduct the selection process for the recruitment and hire	Principal Salary/Benefits: \$60,000 SIG

<p><i>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>from this position at the end of this existing contract period (June 30, 2014).</p> <ul style="list-style-type: none"> • In collaboration with University of Virginia-Partnership for Leaders in Success, we will implement a rigorous competency-based selection process to identify school leaders uniquely qualified to lead effective school turnaround. • We will use the competencies identified by Public Impact to recruit and select a turnaround principal. <p>Operational Flexibility: SUSD will establish conditions and create enabling structures that provide the support, freedom, and performance monitoring necessary for school turnaround leaders to initiate and sustain success. In doing to, the District:</p> <ul style="list-style-type: none"> • Signals it is fully committed to pursuing the turnaround of Challenger MS and that it recognizes that this pursuit will likely require significant changes in how it provides support to this school. • Ensures district human resources systems are aligned to provide Challenger with the high potential staff needed to drive improvement. • Ensures predictable, aligned, and frequent formative assessments are in place and performance data is distributed to Challenger in an efficient manner. • Provides Challenger the freedom to act (willing to break regular district protocol) on a set of critical issues, thereby ensuring Challenger can implement a school design that organizes teaching expertise, time and attention to match student needs. • The development of this plan may include changes in master schedules, extending learning time, academy structures, and 		<p>of a new principal.</p> <p>To lead this work, the district will identify a Priority Schools District Team and appoint a District Shepherd charged with overseeing the transformation initiative by:</p> <ul style="list-style-type: none"> • Playing the lead role in ensuring that the district provides the environment and support necessary for successful and sustainable turnaround. • Putting comprehensive systems in place to provide targeted support • Ensuring that the transformation initiative priorities and needs are clearly communicated to key stakeholders, thereby ensuring that key district staff understand the critical role they play in achieving sustainable change. • Ensuring that key resources (people, time, materials, and dollars) are aligned with transformation and implementation strategy. • Establishing systems and a culture that recognizes and removes barriers impeding 	<p>\$60,000 – LEA</p> <p>District Shepherd Salary/Benefits: \$104,000 – SIG</p> <p>UVA-STSP: \$72,000 – SIG UVA – STSP Travel: \$22,000</p>
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	possible implementation of a credit based system for coursework.		<p>school progress.</p> <ul style="list-style-type: none"> • Providing an expedited method for district approval and advice. • Facilitating the transfer or removal of school staff who cannot help complete the turnaround. 	
<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 increased high school graduation rates, and are designed and developed with teacher and principal involvement.</i></p>	<p>Principal Evaluation System:</p> <ul style="list-style-type: none"> • The turnaround principal evaluation will be performance-base driven, giving at least 33 percent of the weight to the performance of the turnaround school. This score is based on the ADE's A-F Letter Grade Overall Growth Score of students assigned to the site for the previous full academic year for AIMS reading and math. To earn the maximum award, a principal's school must demonstrate a minimum of 48 student growth points. • The remaining 67 percent is based on the principal's administrative performance. The qualitative factors represent the areas of responsibility, with each factor resulting in a weighted score, generating a maximum rating of 100 points. The seven broad areas to be evaluated include: <ol style="list-style-type: none"> 1. Vision, Mission, and Goals 2. Teaching and Learning 3. Management of Organizational Systems 4. Collaboration 5. Culture of Learning and Professional Behavior 6. Professionalism with Ethics and Integrity 7. The Education System • 90 – 100 points: (Highly Effective) Eligible 	<p>Performance Review: Oct. 2014 Dec. 2014 Mar. 2015</p> <p>Summative: May 2015</p>	<p>SUSD principals are evaluated with a summative evaluation process each year by the Asst. Superintendent for Curriculum and Instruction. Challenger's Turnaround principal will also receive an intentional (formative) nine-week performance review. Weekly walkthrough observations and data checks will be done by the Turnaround Office staff to collect real-time evidence.</p> <p>NOTE: While the same district evaluation tool and rating system will be used for <i>all</i> SUSD building administrators, turnaround principals will be held to a higher level of accountability. The turnaround principal will be expected to demonstrate performance in the top two highest rating categories. Performance score ratings falling below 60 points will result in the immediate removal of the turnaround principal. If ratings fall in the 60-74 point range, retention of the turnaround principal will require 100 percent consensus of the Superintendent, the Turnaround</p>	<p>Teacher Compass: \$15,000 – SIG</p> <p>Teacher Leads: \$25,000 - SIG</p>

	<p>for maximum bonus consideration</p> <ul style="list-style-type: none"> • 75 – 89 points: (Effective) Eligible for bonus consideration • 60 – 74 points: (Developing) Not eligible for a bonus consideration; a Performance Improvement Plan (PIP) is developed and implemented for administrator to continue in current position • 59 and below points: Administrator has failed to perform duties and responsibilities in an acceptable manner and within one year must demonstrate acceptable performance (75 points or higher) before termination of employment. <p>Teacher Evaluation System: To optimize conditions for teaching and learning, team leaders will ensure teacher effectiveness by:</p> <ul style="list-style-type: none"> • Observing teacher performance, delivering targeted professional development accompanied by coaching so that learning becomes embedded into classroom practices. • Creating opportunities for collaborating for improving instruction, and providing tools teachers need to examine the effectiveness of their teaching and to personalize instruction. • Analyzing and monitoring the ability of teachers to effectively manage classrooms utilizing consistent behavioral management strategies. Gaps will be addressed to ensure classroom environments that provide the conditions in which teachers can teach and students can learn. <p>The Teacher Evaluation System reflects similar expectations to that of the Principal Evaluation System with 33 percent of the evaluation</p>	<p>Formal Evaluation: Teachers w/ 3 or less years: Dec. 2014 April 2015</p> <p>Teachers w/ more than 3 years: By April 2015</p> <p>Informal Observations (Formative): Unscheduled observations will occur on a weekly</p>	<p>Officer and the External Provider.</p> <p>SUSD certified staff is evaluated with a formal, summative evaluation process each year by the Turnaround Principal to study both teacher efficacy and student performance. This observation is always pre-scheduled and includes written feedback with the opportunity for dialogue.</p> <p>Informal (formative) observations will include unscheduled weekly walkthrough observations and data checks will be done by the Turnaround Office staff to collect real-time evidence.</p>	
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	<p>process determined by Student Academic Growth.</p> <p>The remaining 67 percent is based on the teacher performance component as indicated the BEST Standards in Teaching Rubric. The qualitative factors represent the areas of responsibility, with each factor resulting in a weighted score, generating a maximum rating of 100 points. The eight broad areas to be evaluated include:</p> <ol style="list-style-type: none"> 1. Content Knowledge 2. Professional Knowledge 3. Instructional Design 4. Instruction 5. Management 6. Assessment 7. Collaboration 8. Professional Development 	basis		
<p><i>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</i></p>	<p>In addition to financial incentives for leaders and staff for increasing student achievement, other rewards will be identified as the transformation model is developed with the District Shepherd and identified Priority Schools District Team.</p> <p>The current system of Teacher Evaluation has prescribed process for the identification, monitoring and eventual remove of teachers who are not improving their professional practice.</p>	<p>Semester timelines will be established</p> <p>Timelines established in Teacher Evaluation System</p>	<p>The Priority Schools District Team in conjunction with the District Shepherd will establish the guidelines and procedures for the identification and awarding of rewards and incentives.</p> <p>The Turnaround Principal will follow the guidelines established in the Teacher Evaluation System that require 45 performance improvement days for teachers that have received a Preliminary Notice of Inadequate Classroom Performance to correct any inadequacies and maintain adequate classroom performance. In the event that a situation rises that would require faster action be taken, flexibility would be granted.</p>	<p>Teacher Incentive: \$125,000 – SIG</p> <p>Principal/AP Incentive: \$20,000 – SIG</p>

<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>Our transformation model will provides weekly extensive and intensive professional development customized for each team, differentiated for each teacher and targeted to meet the goals of the implementation plan. Instructional coaches support the professional learning to become embedded into classroom instructional practices. Personalized learning opportunities that allow teachers anytime, anywhere professional development will be built into the plan. Additionally, external providers will be identified that are aligned to the goals of the plan as reflected by the needs assessment.</p> <p>The site level coaching team will consist of a Program Facilitator, 2 Instructional Technology Coaches, Math/Science support, Data Mentor, and Case Manager. Additionally, Lead Teachers would be identified and trained to help facilitate the model. Additional collaboration time will be allocated for teachers and leadership teams.</p> <p>Our professional development programs focus on building instructional capacity to accomplish the following:</p> <ul style="list-style-type: none"> • Unwrapping the AZCCRS standards to clarify content, learning targets, and performance expectations for mastery learning and developing aligned curriculum guides that explicitly direct teaching. • Developing a language of instruction to create a school-wide vision of effective learning routines and instructional practices consistently executed to 	<p>July 2014 – June 2017</p> <p>Annual Reivew: June 2014 June 2015 June 2016</p>	<p>The Priority Schools District Team in conjunction with the District Shepherd will monitor for compliance and implementation of presented strategies and practices during informal walkthroughs and formal evaluations.</p> <p>External provider will monitor the quality of professional development and the application and implementation of the strategies and practices in the classroom. An annual review of professional development would be provided to the Priority Schools District Team and the District Shepherd.</p>	<p>Coaches Salary/Benfits: \$203,000 – SIG</p> <p>Teacher Addenda: \$54,000 – SIG</p> <p>Substitutes: \$16,000 - SIG</p> <p>Site Summit: \$20,000 -SIG</p> <p>External Consultants for PD: \$50,000 – SIG</p> <p>Mental Heath Services: \$150,000 - SIG</p>
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	<p>accomplish grade level student learning.</p> <ul style="list-style-type: none"> • Implementing elements of effective instruction (including blended instruction) and instructional strategies that correlate highly to student learning and engagement in a technology-rich environment. • Improving the academic achievement of diverse student populations through evidence-based professional development programs in mathematics, literacy, (with a particular focus on AZCCRS), response to intervention (RTI), strategies for English language learners (ELLs) and Special Education students. • The need for intensive social/emotional supports has been evidenced as an increasing need. Evidence-based professional development in relationship development, belonging, character education and mental health. • Using multiple data sources to inform instruction and personalize student learning. 			
<p><i>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.</i></p>	<p>Incentives: Financial incentives will be available will be available to teachers who consistently meet student performance goals. Rubrics that describe how these bonuses are determined will reflect the importance of student academic growth and success.</p> <p>Career Growth Incentives:</p> <ul style="list-style-type: none"> • Leadership will receive a performance-based Turnaround Leadership Credential from UVA-STSP at the end of the two-year program if all components have been met. 	<p>Semester reviews beginning Dec. 2014</p>	<p>The Priority Schools District Team in conjunction with the District Shepherd will establish the guidelines and procedures for the identification and awarding of rewards and incentives.</p>	

	<ul style="list-style-type: none"> The focused PD and transformational instructional work that the Challenger staff will be actively involved has the potential to provide them with a skill set that makes them marketable for instructional leadership positions and/or positions in other schools in need of transformation work. 			
<p><i>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</i></p>	<p>In a well-functioning school, curriculum, assessment, and instruction are closely aligned so that what is written is taught, and what is taught is effective. When even one of the components is out of alignment, instruction is less than effective. While the district has spent considerable time in creating Units of Study for AZCCRS and selecting aligned resources to support the delivery of instruction, if the design units are not what is taught, students will not have access to AZCCRS content. Instruction will be audited to determine alignment and quality. If misalignment is evident, our designated achievement team will work with Challenger to build an aligned, supportive instructional pipeline that verifies students are prepared to transition successfully from grade to grade.</p> <p>When students do not reach mastery learning targets, short cycle formative assessments can be utilized to determine tier two and/or tier three interventions for corrective and intensive remediation. This will be accomplished through the following practices:</p> <ul style="list-style-type: none"> The Data Mentor meets with the principal and School Leadership Team to create a calendar for short cycle assessments. Each collaborative work group will create common short cycle 	<p>Quarterly Benchmarks beginning Oct. 2014</p> <p>Ongoing short cycle formative assessments</p> <p>Annual State Assessment beginning SY14-15</p>	<p>The Priority Schools District Team and District Shepherd in conjunction with the Turnaround Principal and leadership team will monitor and act on actionable data. In addition, Lead Teachers will guide teachers in data feedback cycle.</p>	<p>Formative Assessment System: \$22,000</p> <p>Data Mentor: \$55,000</p>

	<p>assessments to inform planning for differentiated instruction.</p> <ul style="list-style-type: none"> • Our weekly grade level common planning will reflect the use of data from our formative assessments and inform our instructional approach for the upcoming week. Our Instructional coaches will participate in these grade level meetings and provide resources and leadership during these meetings. • Teachers will be provided with professional development and training to become effective users of the interim assessment system and tiered intervention systems for math, literacy, and SpEd and ELL's. 			
<p><i>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</i></p>	<p>Our district recently transitioned to a new SIS which includes a Learning Management System which integrates flexible assessment capabilities and tools to support multiple assessment models so that all teachers are provided timely and rich summative and formative data that can immediately be used to develop a student's learning plan to ensure mastery of essential learning through tiered instruction. Embedded within the Instructional Learning Management components of this system are pre-loaded AZCCRS assessment items and additional standards-aligned instructional management capabilities designed to support teaching and learning.</p> <p>Leveraging the powerful data management and analysis features of <i>SchoolNet</i>, our school team will have all of the data, tools, and intelligence they need to identify trends, pinpoint strengths and weaknesses, monitor at-risk students, and make instructional decisions.</p>	<p>July 2014 – June 2017</p>	<p>The Priority Schools District Team and District Shepherd in conjunction with the Turnaround Principal and leadership team will monitor and act on actionable data. In addition, Lead Teachers will guide teachers in data feedback cycle. Data will be a focal point for weekly collaboration as well as monthly and quarterly reviews.</p> <p>Data sources will include social/emotional, safe and orderly, attendance, teacher performance and academic data.</p> <p>Reports produced to measure progress in closing achievement gaps will be reviewed quarterly.</p>	<p>External Evaluation: \$25,000 - SIG</p>

	<p>Administrators, teachers and other instructional staff can:</p> <ul style="list-style-type: none"> • Use highly visual and interactive data dashboards to chart progress towards goals related to student performance, demographics, attendance, enrollment and discipline. • Identify trends and patterns by analyzing multiple measures of student performance in one report. • Create a set of district-defined standardized reporting metrics and performance indicators to facilitate professional learning community discussions and consistency. • Measure achievement gaps within with powerful tools that allow data to be disaggregated in a variety of ways. • Maintain accountability reports and gauge progress toward federal and state goals including those mandated by No Child Left Behind (NCLB) such as Adequate Yearly Progress (AYP). • Use a variety of teacher and school comparison reports to inform resource allocation, staffing and professional development needs. • Provide immediate access to individual student data, including current and historical performance, discipline, attendance, teacher notes, and more from a central student profile. 			
<i>Establish schedules and implement strategies that provide increased learning time.</i>	<ul style="list-style-type: none"> • Extend learning time and create community-oriented schools utilizing district initiated supports of summer school, extended learning, district level literacy and math coaches • Laptops that go home with students 	July 2014 – June 2017	Utilize current digital curriculum reporting systems that track student progress for interventions and extended learning opportunities. The Turnaround Principal, the	Extended Learning Coordinator; \$44,000 – SIG Teacher Provided Extended Day

	<p>also allow provide opportunities for anytime/anywhere learning for students. Structures will be put in place to maximize this opportunity and a subsequent monitoring cycle.</p> <ul style="list-style-type: none"> • Consideration of Block Schedule to maximize instructional time during the school day will be reviewed and designed if determined by a deeper analysis of needs. • Create opportunities for extended learning that include extending the school day and Saturday School. • Scheduling modifications within the school day may include systemic Intervention design, focused ECCAPP/ Advisory period, and a school-wide AVID focus. 		District Shepherd and site leadership team will monitor progress toward goals as with close reflection on the success of scheduling modifications and strategies put in place to provide increased learning time.	Instruction: \$150,000 - SIG
<i>Provide ongoing mechanisms for family and community engagement.</i>	<p>Family Engagement: We look forward to involving parents more deeply in their children's learning as we are aware that there is strong research that parental involvement improves student achievement and positively affects student behavior, values, and character. While our Title I budget reflects our commitment to parent involvement through parenting classes to build parent's capacity in supporting their child's learning in core academic subjects, we believe that our outreach does not maximize our opportunity to reach and engage parents.</p> <p>Our team will examine our current systems of communication and together we will upgrade and implement more effective methods for linking home and school.</p> <p>To demonstrate our commitment to fostering parental involvement, we will identify a <i>Parent</i></p>	<p>Family Orientation July 2014</p> <p>July 2014 – June 2017</p>	<p>Collection of climate surveys and participation rates will be reviewed on an annual basis as one indicator.</p> <p>Community and Parent focus groups will be conducted at least annually to obtain additional information.</p>	Parent Engagement Specialist: \$26, 508 - SIG

	<p><i>Involvement Advocate</i>, for each academy (7th & 8th grade) who will coordinate all activities related to parent and community involvement. The Parent Involvement Advocate will be responsible for the following:</p> <ul style="list-style-type: none"> • Monitoring home/school connection and increasing parent engagement • Seeking community resources to support students/families. • Coordinating volunteer activities – seeking and securing volunteers to address school needs including student learning. • Coordinating and facilitating parent activities at the school with the Academy Leads to design Family Math, Science, & Reading nights for all parents. • Seeking community involvement to support mentoring programs, tutoring, parents to accompany students on fieldtrips. • Coordinating outreach and school-based connections for grandparents of students (i.e. breakfast meetings, home-work help). • Identifying and supporting parenting and community education classes, working with the administrative team and faculty to schedule and provide classes to parents to support their student success. • Build community support by providing an outreach vehicle to seek and secure young males for student mentoring program and volunteer to help fill voids identified within school. • Connecting the community to the technology available (how to access student information online and utilize resources that are available) through computer classes, etc. <p>Community Engagement</p>			
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	<p>We are committed to building a shared vision for school improvement with parents and community members through a Parent Advisory Committee that will be composed of key stakeholders representing parents, community members, education organizations, teachers, administrators, and staff members. By involving these stakeholders in oversight and decision-making, we will foster buy-in and support from groups that typically have power in presenting or removing barriers to effective school initiatives.</p> <p>The primary purpose for the committee is to support our school improvement. Members must have a clear understanding of the scope of the needs uncovered in the Diagnostic Phase, have a clear grasp of the Implementation Plan, and become watchdogs of the Evaluation Plan. Each member serves as an advocate, sharing information within his or her stakeholder groups. Equally critical is their involvement in identifying potential barriers to the effective implementation of initiatives and important decision-making regarding removal of those barriers.</p>			
<i>Pre-Implementation- If requesting pre-implementation funds complete this section.</i>	<ul style="list-style-type: none"> • Recruitment and hiring of Turnaround Principal, District Shepherd and staff • Travel costs for attendance at UVA-STSP Executive Session • Securing and contracting external partner • Securing and contracting for Benchmark Assessment System • Pre-service staff summit to establish expectations and further develop transition plan 	June/July 2014	The Priority Schools District Team will be identified and responsible for the oversight of the initial stages of the implementation of the Transformational Plan. As the Turnaround Principal and District Shepherd are brought onboard, they will also assume responsibility for the monitoring and evaluation of the pre-implementation phase of the work.	\$500,000

Section A: LEA Readiness

Interest:

Four years ago when the first round for school intervention models were released Sunnyside was in the midst of remodeling one middle school (Apollo) and one Elementary (Los Ranchitos). It was clear at that time, and for our district it is still true today, that of the four models, (Closure, Turnaround, Restart and Transformation) the Transformation model is the most effective for our population as well as having the greatest potential to result in sustainable change. The turnaround model, although perhaps the “ideal” demands a review and replacement of not only the principal but of 50% of the teaching staff. Although this dramatic change in the learning environment starting with the leadership forces second-order change, the practicality of finding qualified and available teachers to cover 50% of the staff is, in our county, unrealistic. As is noted later in this application, many of the support areas within the Turnaround model are shared with the Transformation model making the latter more amenable for Sunnyside intervention. The underpinnings of “Restarting” a school as a charter school has appeal in that clear expectations for performance are articulated, recruitment and retention of skilled staff are required, and keeping parent in the decision making process is a part of the implementation. All of these can and should be integral parts of any school intervention model without having to close and reopen the school under a charter school operator. Needless-to-say simply closing the school and enrolling students at higher achieving schools is a viable option—and an option we have taken with our other priority school, Chaparral. Although at Chaparral we intend to reopen it as a K-8 Fine Arts Magnet school in FY 17.

The most viable intervention model for Challenger middle school is the Transformation model in that changes in leadership are demanded, however an increased emphasis on staff evaluation, reward, teacher support and strategies to remove ineffective teaching staff are included. Challenger middle school has already gone through many changes in the past 5 years. The principal and assistant principal were removed and a district-level curriculum director was placed as the turnaround principal, the district conducted a series of “solution team” visits, interviews, etc., It was obvious from our initial findings that the climate of the school and the need to develop a culture of professionalism and mutual respect between and among teachers, staff and students must occur first before any academic changes could take place. The current principal has successfully lead the environmental and relationship changes necessary to begin the academic transformation. Given our appraisal of school and district capacity and assessment of the external partners and providers we intend to use this model to transform an already changing Challenger middle school. The primary root causes of Challenger becoming identified as a Priority school is the persistently low achievement of students especially in math and within the subgroup of ELL and SPED. As is articulated in our Plan we will use the requested grant funding to recruit and hire a Transformation principal, establish a Priority Schools district team with oversight of Challenger in leadership, curriculum (math, Language Arts and Science), teacher coaching, data analysis and social-emotional services. As with any effective transformation school intervention model the district and site leadership will design a new structure and configuration of Challenger, possibly removing 6th grade and establishing 7th and 8th grade academies, extending the learning day, purposeful family and community engagement opportunities and establishing of explicit expectations with measures and milestones to effectively implement and monitor the new transformation model.

Systemic Approach: Sunnyside District-level Systems

The Sunnyside Unified School District Governing Board is composed of five members elected by the voters in the District. These individuals serve staggered four-year terms. The Superintendent has a decision making cabinet consisting of the Assistant Superintendents and Executive Directors. The cabinet meets on at least a weekly basis and reviews and makes recommendations to the board on all matters of the district.

The Sunnyside district has a variety of interdependent systems in place that will contribute to an effective and complete implementation of the Transformation model at Challenger. There are a variety of district level steering committees and subgroups that operate as idea development, vetting and action groups. These include a Parent Engagement Steering Committee, LEA School Improvement committee, Superintendent's student Advisory, Superintendent's staff Advisory, Technology Executive committee, Technology Advisory Committee, etc. With the inclusion of a Priority department focused on Challenger, resources from all the aforementioned groups will feed into the oversight, evaluation and monitoring of the transformation model at Challenger.

The demographics of the Sunnyside district illustrate challenges and also the reasons why staff are so dedicated to ensure that all students have the opportunity for a quality education. Sunnyside Unified School District is the second largest district in Pima County and serves more than 18,000 students preK-12 in 22 schools, including two large high schools. The District operates an early childhood education center, 13 elementary schools (grades K-5; 9 changing to K-6 in FY15), five middle schools (grades 6-8; one closing and 3 becoming 7-8 schools), and three high schools (grades 9-12) including one alternative education school. All SUSD schools have full-time counselors, registered nurses, music teachers, art teachers, physical education teachers and librarians.

The percentage of students who are identified as minority is 94.4%. Specifically, the ethnic make-up of the student body is 87.7% Hispanic, 5.6% Anglo, 4.1% Native American, 2.1% African American, and 0.5% Asian American. Approximately 86% of SUSD students are eligible for free or reduced-price meals while many schools reach the 98% level. About one-third of students are classified as English language learners (ELL). Approximately 14% of the district's student population receives Special Education services.

The Sunnyside district has a long standing vision and mission statement, however our explicitly stated "District Commitments" is more telling of the how both district and site leadership are responsible for creating systems for high performance at all schools and for all stakeholders. The District Commitments are: (1) **Transformation through technology** (Technology integrated into all teaching and learning), (2) **Civic engagement** (Community service/volunteerism), (3) **A world class education for every child** (21st century skills; Technology proficiency), (4) **College Readiness**, (5) **Family Engagement**, (6) **Commitment to SUSD Traditions and Service to our Community**, (7) **Commitment to and Celebration of the Arts** and (8) **Economic Development**.

Challenger Middle School

Challenger's student demographics are similar to the overall district. Of the 938 students grades 6 to 8, 79% are Hispanic or Latino, 9% are Native American, and 12% are White. Of the 43 classroom teachers 49% are white and 42% are Hispanic; 92% of classified are Hispanic.

Challenger has remodeled their vision and mission statement to begin that journey of transformation. The mission statement is: Challenger is a community dedicated to preparing all students for academic, technological, and social success. The Vision statement: The Charger community is dedicated to working collaboratively with all stakeholders in promoting a passion for learning, making informed decisions, and inspiring students to become contributing members of society.

The embedded systems currently in place at Challenger that will support the implementation of the transformation model include the leadership and collaboration structures and processes. Challenger is similar to our other middle schools insofar as the principal has an executive committee consisting of the Assistant Principals, Title I Program Facilitator, Academic Interventionists, and Parent Involvement

Assistant. The school leadership team (SLT) consists of the executive committee plus voted representatives from each content area, specialists, and classified staff). As in all of our schools, Wednesday is either “early release or late start” to allow for staff professional development and structured collaboration.

Desire for Change

Sunnyside has been awarded a great deal of school improvement grant moneys throughout the past few years and although these funds helped secure additional support for administration, staff and students for schools in improvement substantive changes have not occurred as quickly as anticipated. However, in FY15 conditions are ideal for real and dramatic changes to occur at Challenger. Within the past two years the middle schools in the Sunnyside School District have built an enabling environment for truly engaging, adaptive, multi-modal and continually optimized learning with community support through our one-to-one laptop and technology infrastructure initiative. Challenger is poised for dramatic changes necessary to fundamentally change the learning ecosystem and with the assistance of the SIG funding, the partnership with external providers such as University of Virginia and the district priority schools division amazing third-order change (i.e., changing the schemata as events occur) will take place.

Barriers

Realistically there are always barriers when implementing and sustaining a complete and dramatic school transformation and Challenger is no exception. The following are not as much “barriers” to implementation but areas needing specific and consistent attention throughout the three-year process. First is to strike a balance between current and desired practice. Teachers (some of which will be coming from Chaparral for the first time) will inevitably mix old and new models and approaches to teaching and learning as well as ideas on how the transformation systems need to be aligned for third-order change. However research indicates that a system cannot rush towards change but realize that both teachers and the school/district system will be learning as we transform and the balance between the old and new will shift as the transformation evolves and practices change. Second, close attention must be paid to building teacher capacity or it will quickly become a barrier to change. We will not only provide teachers the opportunities for them to learn what they need to know but also provide support and guidance on how to use the knowledge to develop and enhance capacity at all levels of the systems. Consistency, alignment and coherence are keys to provide learning opportunities for teachers throughout the system.

Past Turnaround Efforts

Over the past 8 years and through the various accountability systems Sunnyside has been a part of school improvement/reform initiatives. Eight years ago after the State department removed the principal of Craycroft Elementary and placed a turnaround principal, the district began to be proactive in evaluating, supporting, and when necessary removing site leadership in order to change the learning environment of the school. Apollo middle school was the first to be assigned a new principal and through the next four years the principal was able to turn the climate and culture of the middle school to one where respect and trust was shared between students and teachers. Sierra middle school also was given a new principal and in her first four years through evaluation and determination was able to convince inadequate teachers to find another profession. Challenger principal was replaced by a district curriculum administrator and former principal, who again attracted, recruited and retained quality staff and built a culture of trust and professionalism necessary to ignite learning.

What we learned from these four transformations is that the change has to begin with exceptional leadership, district administration that supports leadership, and allowing leadership to create a vision and a

rhythm for their school, involve parents and students in every aspect of the transformation. Above all it is vital to develop an environment that begins with Relationships so that what students learn in school can be Relevant and only then students can be challenged with Rigorous learning.

Continuous Improvement

The Priority School Improvement Grant aligns with both the district CIP and the school CIP. First, Standard 1 from the LEA CIP details the strategies and actions associated with strategic planning. Within this standard action are described that point to the inclusion of stakeholders in the planning process as well as the use of data in decision making. Also within this standard is the inclusion of central office support for all school but especially for those in school improvement status. As is evident in our plan (Section E) SIG funding for Challenger will be used to support strategy meetings, planning sessions and monitoring of expectations and milestones. In addition, within the proposed plan is the establishing of a Priority Division at the LEA level with support for leadership, teachers, technology integration and student socio-emotional needs. Secondly as is addressed in Standard 2 of the CIP, great attention is paid to the need for site leadership development and support as well as ample avenues for professional development both for teachers and site leadership. Another part of the site and LEA CIP entails the focus on the monitoring and evaluating of milestones within the development cycle to ensure that the process of the site leadership team meets the agreed upon level of effectiveness. The SIG funding will support both training, monitoring and evaluating of the transformation principal but also the leadership team from the school (Virginia University support). Third, both the site and LEA have strategies and actions that support teachers with coaching – technology integration, EEL and B.E.S.T. instructional design. Finally both CIPs emphasize the focus on collecting, analyzing, planning with and monitoring activities with clear objective data from a variety of sources. Using the guidance from the University of Virginia on how leadership teams use data for transformation decisions aligns with the goals of the district, site and the use of the SIG priority grant funding.

Support to Underperforming Schools

Within the Sunnyside district we have had multiple schools falling into “school improvement” at one stage or another. The primary actions taken have been to supply the schools with additional personnel to allow for additional learning opportunities and appoint teams of central office personnel to schools based on school needs (ELL, math, Language Arts, safe and orderly, etc.). Research indicates that underperforming schools – as well as all schools wanting to improve – need to have frequent, reliable, valid data not only of learning, but for learning. The entire district is immersed in robust system of data collection, analysis and use. For schools in improvement special processes are put into place that assists the school leadership team in using data to monitor and adjust their teaching and lesson design as well as implement the appropriate suite of intervention programs. Research further supports the need for leadership development to assist schools in improvement. Since historically the middle schools have had the greatest needs, principals took part in leadership development trainings through Beat-The-Odds, which resulted in many principals recasting their systems to more fully integrate curriculum, assessment and visioning.

External Supports

Sunnyside has adopted a variety of digital curriculum to support the one-to-one learning environment in middle schools. The external support from the “vendors” is more akin to partners and less as vendors since we demand constant monitoring and adjusting by the developers of their programs to fit within our unique learning environment. In addition we have used the services of AES for math support, WestEd for leadership, of course the University of Arizona for leadership with Focus Schools, and Arizona State University with the gamification of our science and Language Arts middle school curriculum.

Stakeholder Involvement

Challenger held full staff meetings to discuss the implications of the label, review the data and uncover root causes (these will be specifically detailed in Sections B & C). Discussions also occurred with site staff on the proposed SIG plan and the current site leadership reviewed and discussed the implementation with staff.

Section B: LEA Commitment and Capacity

Stakeholder Buy-in

The Continuous Improvement Plan of the Sunnyside include very strong and urgent student achievement data points for each school and for the district based on the accountability factors in the Elementary and Secondary Education Act and A-F Accountability systems. After a comprehensive briefing by Dr. Isquierdo to adopt the transformation model to guide school improvement effort at Chaparral beginning in 2014-2015, Board members indicated their full support as well as their desire for monthly updates on the progress of the turnaround implementation.

Upon identification of priority school status, the Challenger leadership team met with the faculty and staff to discuss implications and necessary steps for school transformation. As determined in this meeting, Challenger redesign necessitated giving teaching staff the option of remaining at the school (through interviews) to support the reform efforts and/or was automatically eligible to interview for jobs at other schools. As a Transformation School, several teachers expressed their personal commitment to the school turnaround and interest to engage in prescribed professional development as outlined in this application. All teachers who are selected to serve at Challenger will sign a commitment letter stating participation in collaborative planning on a weekly basis, attendance at the summer staff retreat, and providing extended time for learning.

Each staff will be asked to identify their strengths and the ways in which they will utilize their strengths to support the dramatic turnaround expected in our school. The staff will be asked to commit to common planning for teaching, learning, and assessment of student learning. Priority teachers will be asked to identify the time they have available for the extra commitment necessary for the transformation efforts. Our teachers will assist with Saturday extended day learning, teaching after school classes, parent and community events, home visits, extracurricular activities that support our goals for student learning while building capacity for change. Additionally, each staff member will be asked to submit a professional development growth plan to identify their commitment to meet their professional potential.

To lead this work, the district will appoint a district turnaround officer charged with overseeing the transformation initiative by ensuring that the transformation initiative priorities and needs are clearly communicated to key stakeholders, ensuring they understand the critical role they play in achieving sustainable change.

Sunnyside is committed to building a shared vision for school improvement with parents and community members through a Parent Advisory Committee that will be composed of key stakeholders representing parents, community members, education organizations, teachers, administrators, and staff members.

Operational Flexibility

School turnaround starts at the district level. Sunnyside will establish conditions and create enabling structures that provide the support, freedom, and performance monitoring necessary for school turnaround leaders to initiate and sustain success. In doing so, the district signals it is fully committed to pursuing the

turnaround of Challenger MS and recognizes this will require significant changes in how it provides support to this school. It ensures that district human resources systems are aligned to provide quality staff needed to drive improvement. In addition predictable, aligned, and frequent formative assessments will be in place and performance data distributed in an efficient manner. Finally Challenger leadership will have the freedom to act (willing to break regular district protocol) on a set of critical issues, thereby ensuring Challenger can implement a school design that organizes teaching expertise, time and attention to match student needs.

The district turnaround officer and staff will further ensure operational flexibility by ensuring that the district provides the environment and support necessary for successful and sustainable turnaround, putting comprehensive systems in place to provide targeted support, and ensuring that key resources (people, time, materials, and dollars) are aligned with transformation and implementation strategy. The officer will also facilitate the transfer or removal of school staff unable to help complete the turnaround.

Competency-Based Selection of Effective leadership

The current principal has been notified of the priority status and has been removed from this position at the end of this existing contract period (June 30, 2014). In collaboration with University of Virginia-Partnership for Leaders in Success, we will implement a rigorous competency-based selection process to identify school leaders uniquely qualified to lead effective school transformation.

Process for Recruitment and Selection of Principal

Dr. Jan Vesely, Assistant Superintendent will facilitate a process of compiling the profile of the principal through a feedback process with community partners and staff members. After the profile of competencies is developed and aligned to the Public Impact indicators, Dr. Vesely will post the position for interview. The posting will be open to internal and external candidates. Dr. Manuel Isquierdo, Superintendent, will interview the top two candidates submitted by the interviewing committee.

Principal Evaluation Process

SUSD principals are evaluated through an annual summative evaluation process. Challenger's Transformation principal is also subject to a (formative) nine-week performance review. Weekly walkthrough observations and data checks will be done by the Turnaround Officer staff to collect real-time evidence for feedback, principal coaching.

The turnaround principal evaluation will be performance-base driven, giving at least 33 percent of the weight to the performance of the turnaround school. This score is based on the ADE's A-F Letter Grade Overall Growth Score of students assigned to the site for the previous full academic year for AIMS reading and math. To earn the maximum award, a principal's school must demonstrate a minimum of 48 student growth points. The remaining 67 percent is based on the principal's administrative performance. The qualitative factors represent the areas of responsibility, with each factor resulting in a weighted score, generating a maximum rating of 100 points. The seven broad areas to be evaluated include: 1) Vision, Mission, and Goals; 2) Teaching and Learning; 3) Management of Organizational Systems; 4) Collaboration; 5) Culture of Learning and Professional Behavior; 6) Professionalism with Ethics and Integrity; 7) The Education System; 90 – 100 points: (Highly Effective); 75 – 89 points: (Effective); 60 – 74 points: (Developing). A Performance Improvement Plan (PIP) is developed; 59 and below: Administrator has failed to perform duties and responsibilities in an acceptable manner and within one year must demonstrate acceptable performance (75 points or higher) before termination of employment.

NOTE: While the same district evaluation tool and rating system will be used for all SUSD building administrators, turnaround principals will be held to a higher level of accountability. The turnaround principal will be expected to demonstrate performance in the top two highest rating categories. Performance score ratings falling below 60 points will result in the immediate removal of the turnaround principal. If ratings fall in the 60-74 point range, retention of the turnaround principal will require 100 percent consensus of the Superintendent, the Turnaround Officer and the External Provider.

Teacher Effectiveness

As a priority school, Challenger is currently undergoing intensive redesign that includes targeted 7th and 8th grade academies to create smaller learning communities using a team approach to create a “school within a school” environment. As a result, this process has included keeping 6th graders at the elementary level and redesigning and hiring instructional teams for each academy. This process has included the hiring of effective teams (some existing staff and other staff members who applied for team positions). The processes noted in section 1 were employed to build effective teams.

Teacher Evaluation Process

SUSD teachers are evaluated using the B.E.S.T Standards in Teaching Framework that provides tools for both formative growth and summative evaluation. The assessment and rubric identify specific correlations of teacher practice to student achievement. The qualitative factors represent the areas of responsibility, with each factor resulting in a weighted score. The eight broad areas to be evaluated include: Content Knowledge; Professional Knowledge; Instructional Design; Instruction; Management; Assessment; Collaboration and Professional Development.

A teacher’s final evaluation rating is based on a score of 100 possible points. 67 percent of this score is based on the teacher’s BEST Teacher Standards Rubric designation. The teacher’s final evaluation will be performance-base driven, giving at least 33 percent of the weight to the performance of the turnaround school. This score is based on the ADE’s A-F Letter Grade Overall Growth Score of students assigned to the site for the previous full academic year for AIMS reading and math. To earn the maximum award, a school must demonstrate a minimum of 48 student growth points. To optimize conditions for teaching and learning, team leaders will ensure teacher effectiveness by observations, opportunities for collaboration and monitoring effective classroom management strategies.

Our transformation model will provides weekly extensive and intensive professional development customized for each team, differentiated for each teacher and targeted to meet the goals of the implementation plan. Instructional coaches support the professional learning to become embedded into classroom instructional practices. Our professional development programs focus on building instructional capacity including unwrapping the standards, developing a Language of Instruction to create a school-wide vision of effective learning routines, implementing elements of effective instruction (including blended instruction), improving the academic achievement of diverse student populations through evidence-based professional development programs in mathematics, literacy, response to intervention (RTI), and for English language learners (ELLs) and using data to inform instruction and personalize student learning.

Financial incentives will be available for leaders and staff at Challenger who are helping to recruit and retain highly effective educators. Rubrics that describe how these bonuses are determined reflect the importance of student academic growth. Highly effective teachers will have increased opportunities to serve in leadership positions such as Team Leaders or Instructional Coaches. Throughout the SIG grant period, the Turnaround Officer will work closely with the Executive Director of Middle Schools and the External

Provider, UVA-STSP, to support identified leadership and instructional improvements needed to positively impact the work of Challenger Middle to dramatically increase student achievement.

Instructional Infrastructure

School Utilizes a Comprehensive Data System to Inform Instruction

School improvement requires that the cultural conditions be shifted towards teachers and principals becoming skilled informed, collaborative data users. Our staff is committed to consistently using data to inform tiered instruction to ensure students reach learning targets. To this end, our district recently transitioned to a new SIS which includes a Learning Management System which integrates flexible assessment capabilities and tools to support multiple assessment models so that all teachers are provided timely and rich summative and formative data that can immediately be used to develop a student's learning plan to ensure mastery of essential learning through tiered instruction. Embedded within the Instructional Learning Management components of this system are pre-loaded ACCRS assessment items and additional standards-aligned instructional management capabilities designed to support teaching and learning.

School Implementing a Guaranteed and Viable Curriculum Aligned with ACCRS

In a well-functioning school, curriculum, assessment, and instruction are closely aligned so that what is written is taught, and what is taught is effective. When even one of the components is out of alignment, instruction is less than effective. While the district has spent considerable time in creating Units of Study for ACCRS and selecting aligned resources to support the delivery of instruction, if the design units are not what is taught, students will not have access to AZCCRS content. Instruction will be audited to determine alignment and quality. If misalignment is evident, our designated achievement team will work with Challenger to build an aligned, supportive instructional pipeline that verifies students are prepared to transition successfully from grade to grade. When students do not reach mastery learning targets, short cycle formative assessments can be utilized to determine tier two and/or tier three interventions for corrective and intensive remediation.

School has established bold year-end targets

Challenger will identify annual performance targets in math, reading/language arts that will need to be met in order to meet the exit criteria established by ADE. The LEA will ensure that the proposed targets are ambitious yet attainable and that they will help Challenger meet applicable Federal and State expectations and are likely to substantially raise student achievement each year.

Model Implementation

SUSD is committed to reviewing and revising practices or policies to enable Challenger to fully and effectively implement all the required model components:

1) Replacing the principal; 2) Developing teacher and school leader effectiveness through support from our external partner, UVA-STSP; 3) Implement comprehensive instructional reform strategies; 4) Extend learning time and create community-oriented schools utilizing district initiated supports of summer school, extended learning, district level literacy and math coaches; 5) Provide operating flexibility and sustained support as described in section 2-

Operational Flexibility

Our implementation plan will provide ongoing, high quality job-embedded staff development aligned with our instructional program, so that teacher learning becomes embedded with classroom practices. Challenger's low math achievement requires our continuing attention with the implementation of Algebra within our 7th grade curriculum and will be supported by the addition of a math instructional coach who will provide ongoing support within the classroom to strengthen the delivery of math content. Our school diagnostics will determine the strengths and areas of concern around math pedagogy and set the course for the delivery of professional development to affect the change required in all content areas, but particularly with our math achievement.

Challenger is prepared to partner with UVA-STSP and begin a collaborative process, customized to the needs of our students and our school, and supported through resources that will optimize conditions of teaching and learning. We will collaboratively develop a customized Implementation Plan that is informed by a comprehensive process that begins by describing our present reality and defining what we want to achieve. We are confident that the scientifically and evidence based strategies will be effective for reaching the widely shared outcomes.

We believe that our transformation plan will allow us to build capacity for sustaining continuous improvement. Attendance at UVA-STSP Leadership Institute will provide research-based strategies and support for a strong launch and preparation of a leadership action plan. The SUSD curriculum team will train, mentor and support Challenger educators to become effective Instructional Literacy and Math Coaches (IC) through an initial Coaching Boot Camp and ongoing "at elbow" support from our district coordinators. The Instructional Coaches will continually model effective instructional practice for our teachers. We will develop an effective Instructional Leadership Team (ILT) so that practices and protocols will be embedded within our work culture, thereby distributing leadership to enable each teacher to become a knowledge driven decision maker. Our teachers will collaborate in small learning communities employing the Professional Learning Team (PLT) model.

Evaluation

The district shepherd (Transformation Officer?), together with our transformation team will collaboratively develop an Evaluation Plan that encompasses all key elements of the Implementation Plan. The Evaluation Plan documents the outcomes, how they will be measured, and a plan for monitoring the implementation itself. Timelines, benchmarks, assessments, and outcomes are addressed as well as the data collection and analysis plan and the plan for sharing results.

Data collected during the CNA establishes a baseline that determines direction for our school's improvement plan. Ongoing data, disaggregated by sub group when appropriate, will monitor the effectiveness of our improvement efforts and allow us to refine our improvement initiatives in a timely manner. We will use a variety of mediums and platforms to communicate our continued progress with our constituents. A series of meetings is scheduled to present the Theory of Action, Implementation Plan, and Evaluation Plan to all the stakeholders including the school advisory committee, district leaders, and our school community. After the first semester, an Interim Evaluation Report is prepared by the district shepherd that specifically shares our progress on each of the identified outcomes followed by an annual report.

External Providers

In 2004, the Partnerships for Leaders in Education launched the UVA-School Turnaround Specialist Program, now the most established school turnaround program in the country. It is also the only school turnaround program in existence that utilizes a systemic approach to change by working with school, district, and state-level leadership teams in order to help them build the internal capacity necessary to support and sustain effective school turnarounds. UVA-STSP has worked with hundreds of schools throughout the U.S. to help underperforming schools achieve quick, dramatic, and sustainable increases in student achievement. Along with UVA-STSP, we will identify other qualified external partners who would provide identified services aligned to the implementation plan.

Alignment of Resources

SUSD is committed to align district “systems” with Challenger’s school needs. Alignment will include providing the necessary reports (achievement, financial, teacher and leader effectiveness dashboards, aggregation of coaching logs), facilitating the transfer of school staff who cannot help complete the turnaround and ensuring effective use of federal funds that flow through the district to the school. SUSD will provide Challenger with the needed autonomy and sufficient latitude to implement change to fulfill requirements of the turnaround implementation plan. SUSD has prioritized resources to provide extensive supports to Challenger by maximizing all financial resources (Title I, Title II, IDEA, Bond) for digital content & technology to support tiered interventions along with human capital (including committed business partnerships including Raytheon) to support tutoring and mentoring programs.

Fiscal Capacity:

SUSD Director of Federal and State Programs, Dr. Edwin Dawson, has expertise in managing the Programmatic and Fiscal Compliance as evidenced by providing accurate and timely submission of all required programmatic and fiscal reports, compliance with all state and federal funding requirements/programs (as evidenced by our recent state Title audit), evidence (from recent state Title audit) of a well-documented process for wise and informed use of funds that focuses on student achievement, demonstrates expenditure of sufficient resources, including time, personnel, funding, and technology using many funding sources.

Sustainability

Building Capacity for Sustained Improvement

Each aspect of the implementation process and the system of supports UVA-STSP (our External Provider) provides is designed to scaffold development of capacity for sustained improvement within Challenger and at the district level.

To help build the internal capacity necessary to achieve and sustain meaningful increases in student achievement, the UVA-STSP program focuses on the following core components: selecting and developing school leaders with competencies that indicate a high potential for success; engaging district and school leadership teams to create an environment that supports successful and sustainable school turnarounds; building the capacity of district/school teams in the fundamental of what successful turnaround requires; introducing model systems and processes that allow district/school leaders to identify and implement effective turnaround strategies based on school’s unique needs and characteristics; aligning leadership at the district and building level to achieve sustainability.

UV-STSP uses debriefing processes and transparent facilitation and provides protocols to transfer these practices to participants, treating seriously the importance of the process of gradual withdrawal of scaffolding as the people in the system grow in competence and confidence in their changed roles. This

approach is reflected in the design of professional development and, especially, in the way their field services teams provide onsite technical assistance and coaching. These scaffolds are designed to build capacity so that the people in the system can assume responsibility, independent of their support, for continuing improvement at the end of their formal engagement.

Section C: Needs Assessment

The Challenger site leadership team has conducted and analyzed school performance utilizing many sources of evidence: **school achievement data** (AIMS trends, Benchmark results, RAPS 360 data literacy data, AZELLA trend data, student data matrices etc.); **Programs and Structure Data** (master schedule, SUSD LMS “LEARNS” cites, Digital Curriculums, B.E.S.T Teaching Standards, Evaluation Rubric, teacher gradebooks); attendance; **Professional Practices Data** (Site Leadership Team sign-in sheet and minutes, PowerPoints, classroom observation data, curriculum pacing calendars, emails, reflections from teacher collaborations; faculty handbook); **Family and Community Data** (PTO sign-in sheets, student handbook, climate surveys, school mission and procedure posters).

Current Conditions:

There are currently 938 6th – 8th grade students enrolled at Challenger; 79% Hispanic, 12% White, 9% Native American and .04% African American. In FY15 Challenger will become a Junior High consisting of only 7th and 8th graders combining with Chaparral’s 7th and 8th graders. The demographics will change slightly consisting of 75% Hispanic, 16% White, 6% Native American, 3% African American and 1% Asian. Student enrollment is expected to be 1,090 students.

Effective Leadership

Strengths

Leadership has been stabilized and systems of safe and orderly have been established. Current administration has focused on building relationships with students, parents, and community members.

Areas of Attention

Challenger has suffered from a high turnover with both principals and assistant principals. Former leadership lacked systems for safe and orderly that took the current administration two years to stabilize. Former leadership was ineffective at building relationships with our Native American population and the San Xavier Nation.

Effective Teachers

Strengths

It is evident that Challenger has a shared vision and mission that promotes a culture of excellence by the posting of the mission statement in all the classrooms and office. Challenger uses the teacher evaluation system to drive its professional learning opportunities evident in the training and implementation of the BEST teaching standards to all classroom teachers. There are many teachers who tutor after school, and others that offer individual tutoring and work with students during their lunchtime to provide additional help and support.

Areas of Attention

There have been tremendous efforts to ensure that a highly qualified staff is secured to instruct the students of Challenger. There are only 10 of the existing teachers at Challenger that were there 3 years ago. The change in staff has allowed the principal and leadership team to focus on putting systems in place to ensure a

Safe and Orderly environment and to identify specific student and staff needs necessary to increase Student Achievement. Teachers and staff continue to need training on how to motivate and engage students in the classroom. Teacher's need tools to assist them in holding students accountable for classroom work that is presented. Teachers and staff continue to need training on cultural competency and how to motivate and engage students in the classroom.

Instructional Time

Strengths

Two-hour block has been instituted for reading and time was encumbered from the elective period for interventions for students who needed Tier II or III RTI intervention. Extended advisory period was extended to allow for additional time for intervention or enrichment. During this school year, 56 students participated in the after school LEADS tutoring club.

Areas of Attention

Based on our student performance data, it is clear that more time for core instruction is needed. However, it is difficult to get students to stay after school, but shifting intervention programming to before school might work.

Instructional Program

Strengths

Challenger has digital core curriculum resources that are either built from Common Core standards or align to state standards depending on what the state adopted standards are for a given content-area. It is clear to what should be taught throughout the year due to the district pacing calendars which all teachers are following.

Areas of Attention

Although Challenger teachers have a core curriculum, there has been concern addressed over supplemental materials that address the diverse needs of the student population. The district has begun to respond to this need by offering professional development in the areas of the ELP standards and the differentiation of middle school ELA units to address students with IEP accommodations and gifted students. In the May math teacher meeting, there was a common concern of inability to teach the entire body of grade level standards within the current body of instructional framework.

Data Informed Instruction

Strengths

Challenger participates in the district middle school assessment schedule for both reading and mathematics. This includes district benchmarks that monitor AIMS standards and RAPS 360 reading assessments. Within certain programs, reports of progress get regularly reviewed by leadership members. Evidence of this is the various reports compiled for each assessment instrument and program. There are systems in place to make program placements for individual students based on data triangulation (teacher recommendation, RAPS 360 data, AIMS, AZELLA, benchmarks, class grades, ASCEND Math, and unit grades. Evidence of this includes data matrices for that include data for each and every Challenger student.

Areas of Concern

After reviewing the FY13 CIP the SLT felt that focusing on quantitative data alone did not provide the focus to drive school-wide instructional decisions. The goal for the FY14 year was to examine the quality of student work at least once a month to increase calibration with the Common Core standards and to build common vocabulary and expectations. The SLT formed a sub-committee to define, help implement and evaluate the process throughout the year.

Environmental/Non-Academic Factors

Strengths:

There is an enormous sense of pride in the school in terms of athletics and clubs that are offered to the students. Challenger students have won 11 of 13 sports Championships this year. They have an Active We the People Club, which has allowed students to travel to D.C. the last 2 years to participate in Mock Congressional Hearings, active Tech Team that have presented at ISTE conference. AVID, TSA and PBIS are also active clubs and programs at Challenger. Challenger has School Wide consistent rules and procedures posted in every classroom and in common areas of the school. The school developed a new Vision and Mission statement the SY12 that has been revisited, discussed and voted on each year. There are also posters posted in each classroom containing the Vision and the Mission Statements.

Areas of Concern:

Students would benefit from Therapeutic counselors becoming available to them throughout the school day. Many students are cutting themselves and self-medicating (smoking Marijuana) and are suicidal. The current support staff is not qualified to handle some of the extreme emotional issues and situations the students are expressing. The lack of immediate resources available to student's, hinders the ability of the students to focus on academics. Despite the efforts to improve behaviors and refine discipline policies and procedures, there are approximately 123 students (13%) that generated the total number of discipline referrals in the school. Systems need to be developed in order to focus on restorative practices and modifying behaviors. It has been difficult for existing staff to develop and implement effective behavior plans for students.

Stakeholder Engagement

Strengths

Last year the first PTO was established at Challenger and this year a Site Council was attempted. Efforts have been made to increase and enhance the relationship with San Xavier Tribal members. Cultural sensitivity and resiliency trainings have been provided for teachers in order to enhance their effectiveness in working primarily with Native American students. There have also been family game nights. The current school culture and climate demonstrates that students and staff have changed their perceptions of school and the overall environment. Students transition to class quickly and are respectful and kind. There are fewer disruptions in classrooms and teachers are in turn, able to stay on pace with curriculum calendars.

Areas of Attention

Change in PTO officers caused a decline in PTO parent participation as well as a decline of PTO sponsored activities this year. Assistance in communicating with parents is necessary. School is limited on resources to assist with home visits and truancy. Currently there are no consequences being given for truant and absent students. Low parent involvement stems from challenges within family structures-imprisoned parents, single parents who work multiple jobs, grandparents raising children, and parents with severe personal obstacles.

Primary Concern/Root Causes

Academics. Students are not making academic progress in reading and math as evidenced by multiple sources of student achievement data. Specifically, students lack engagement and motivation as evidenced from their lack of completion of assignments; many students are passive learners-perfectly content just

sitting in class; 50% of teachers report (We Learn Survey) that they need to repeat instruction yet 50% of students report teachers are teaching what they already know.

Root cause: lack of planning for instruction by understanding what do my students need to get them to mastery learning (differentiation/what skills and knowledge students need for success on this lesson/how is that prior knowledge assessed); delivery of quality first instruction; lack of rigorous/challenging instruction; lack of accountability due to lack of credit structure (no consequences for not passing classes); low expectations of student performance.

Effect of Poverty. For students to do well in school they have to be mentally, physically and emotionally prepared to learn. Even the best teachers, technology and curriculum are unlikely to have a significant impact on academic performance until students are healthy, safe, engaged, and supported, and understand the value of school for themselves. As evidenced from the student SEL data collected our students are severely at-risk on indicators that predict resiliency and school success.

Root cause: Poor children are disproportionately likely to experience risk factors that increase the probability of poor social and emotional development. Particularly problematic for social and emotional development are parental alcohol or drug abuse, depression and exposure to domestic violence. While families across class experience these risks, poor families are more likely to be affected, and the parents less likely to have access to treatment or help.

Student Engagement. Developmental factors and students' perceptions about their own abilities also play into their level of engagement in learning. The older students get, the less likely they are to take risks and engage themselves fully in activities at which they are not sure they will succeed. Engagement is critical because it makes a difference to academic achievement and fosters in students a sense of belonging and self-worth. In addition, engaged learners are doers and decision- makers who develop skills in learning, participation and communication that will accompany them throughout adulthood. Students need work that develops their sense of competency, allows them to develop connections with others, gives them some degree of autonomy, and provides opportunities for originality and self- expression

Root cause: Lack of a culturally responsive environment. There is a lack of inclusive dialogue with students, parents, and community members on issues important to them, along with the inclusion of these individuals and issues in classroom curriculum and activities. Teachers have lack of knowledge of the cultures represented in their classrooms and translate this knowledge into instructional practice.

Teacher Quality. Securing and stabilizing highly qualified, effective teachers along with a highly effective leadership team.

Root cause: flight of teachers from less-affluent schools to more-affluent schools. This is strongly tied to working conditions – including administrative support and strong colleagues as well as tangible teaching conditions and salaries.

Student Progress-Narrative

In analyzing two-year trends in reading, 6th graders have typically scored within 60-67% Meeting and Exceeding on AIMS Reading. This year's final RAPS assessment indicates 55% of the students Meet Proficiency in Reading.

7th graders have typically scored between 75%-76% M/E on AIMS and final RAPS Assessment indicates 50% of students Meeting. 8th graders have typically scored between 57%-54% M/E on AIMS and final RAPS Assessment indicates 47% Meeting. There is approximately a 10% decrease in reading between grade level groups as they move up in grade level.

6th-8th grade Math two year AIMS trends indicates students typically scoring between 30%-40% M/E. Currently Math BM3 indicates that 10-16% of students are M/E. The bottom quartile students have demonstrated greater improvement over time than the students who Meet and Exceed the standards.

Challenger Middle School has many academic needs, especially those of our most at-risk students. These students could benefit from extended learning time and from lessons that are presented in a creative, relevant and engaging manner. Targeted interventions need to be planned deliberately and implemented strategically in smaller groups in order to better assess progress and make instructional decisions.