**Principle 1: Strong, Effective Leadership**

An LEA with a Comprehensive Support School is required to review the effectiveness of the school’s leaders. The LEA must determine if the principal must be replaced based on this review. The review will be in collaboration with ADE SI staff and based on Public Impacts “Turnaround Leadership Competencies”. If the LEA determines to reassign the principal, the LEA shall collaborate with ADE on the reassignment**. The LEA must develop criteria to use to hire an instructional leader and provide evidence that the new principal:**

1. Has a track record of increasing student achievement on standardized test scores as well as overall student growth, as well as growth of the subgroups in the school.
2. Exhibits competencies in the areas of driving for results, problem-solving, and showing confidence to lead.
3. Has a minimum of three years previous principal experience. A principal that is continuing at the school must attend an ADE approved leadership development program.
4. Has experience supervising implementation of multiple programs at the school level, including but not limited to special education, Title I, and English language learners.

**The LEA must also provide evidence that:**

1. There is a program in place that supports the leadership team in their instructional and management skill development.
2. The new principal has been granted sufficient **operational flexibility** (including 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.
3. LEA administrator roles have been refined to more directly support and monitor classroom instruction through the development of systems and processes (e.g., observation protocols) for teachers and administrators to analyze and monitor student data and classroom instruction.

**Principle 2: Effective Teachers**

In order to ensure that teachers in Comprehensive Support Schools are able to improve instruction, the LEA is required to review all existing staff using an approved evaluation system that is fully aligned to Arizona’s Teacher and Principal Evaluation Framework. The LEA is required to retain instructional staff determined to be effective and reassign or replace instructional staff determined not to be effective (in collaboration with ADE). This evaluation process is required of all staff including, but not limited to, general education, special education, Title I, and English language learners. Reading, science, and mathematics teachers cannot be retained or rehired unless they meet state and federal highly qualified, highly effective requirements.

**The LEA must also:**

1. Identify critical teacher skills including knowledge-based competencies and general abilities to school improvement that are specific to all learners including additional knowledge and abilities related to subgroups of students (SWD and ELL).
2. Develop new job descriptions, hiring rubrics and interview protocols incorporating the critical skills identified above.
3. Develop an effective instruction framework (based on current and best practice) that is aligned with the curriculum, addresses learning needs of diverse populations, communicated to all stakeholders, and is incorporated into the teacher/principal evaluation system required by the Teacher and Principal Evaluation Framework.
4. Provide training to staff regarding the teacher/principal evaluation system required by SB 104012.
5. Implement a classroom walkthrough protocol that includes follow-up and teacher support to change behavior and instructional practices that addresses the needs of a diverse group of learners.
6. Provide principals and assistant principals with professional development on monitoring classroom instruction and effective use of the classroom walkthrough protocol for monitoring instruction provided to all students, as well as specific subgroups of students educated in the school.
7. If a multi-school LEA, develop and implement a plan to equitably transfer effective teachers, (general classroom and specialists), administrators, and instructional coaches from performing schools to the Comprehensive Support School. The plan must be fair, consistent, transparent, and reliable. An LEA with a Comprehensive Support School must provide professional development that is relevant to school needs, based in classroom practice, and reinforced through ongoing support. The LEA must:
8. Implement a formal policy providing for organized weekly teacher collaboration time during the work day for teachers to work in vertical and horizontal teams for the purpose of improving instruction for all students including students identified as gifted, ELL, and/or students with disabilities. Teachers would share specific instructional strategies students including, but not limited to: Specialized Instructional Strategies, Structured English Immersion (SEI), PBIS, acceleration, etc.
9. Provide the Comprehensive Support School an academic coach to develop and model effective lessons, provide job embedded professional development, analyze data, and spend at least 80% of contracted time in the classroom or working with teachers.
10. Provide intensive and targeted support of new teachers through orientation, coaching, and mentoring programs.
11. Create a professional development model, organized around district/school goals, that:

* Is developed by a stakeholder team including district/school leaders teachers, and other qualified stakeholders with defined roles and responsibilities
* Provides a systematic, focused, comprehensive, and standards-driven approach and structure
* Utilizes multiple data points beyond yearly state assessments to indicate professional development needs
* Provides high quality/high level learning opportunities that focus on improving student learning and achievement for all students including students identified as gifted, ELL, and/or students with disabilities. Teachers would share instructional strategies, including, but not limited to, specialized instructional strategies, SEI strategies, PBIS, acceleration, etc.
* Integrates participant feedback and multi-levels of evaluation to support continuous professional and student learning
* Integrates a differentiated, individualized professional development growth plan for teachers
* Includes inquiry practices such as classroom action research, study teams and peer coaching that are incorporated into the daily routine of school staff
* Supports the effective instruction framework developed by the LEA.
* Includes strategies that are aligned with SEI model.

**Principle 3: Additional Instruction Time**

Arizona firmly believes that increasing student learning time and teacher collaboration are critical to the achievement of the goals set by schools and LEAs. An LEA with a Comprehensive Support School is required to perform an instructional time audit. The audit will focus on teacher use of effective, research-based instructional strategies during core instruction as well as the use of scheduled learning time in the school day or extended day. **Based on the audit findings, the LEA will create a plan to:**

1. Maximize current instructional time in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Extend the school day, week and/or year. This can include programs outside the school day (before, after, weekend, intersession, online, or summer).
2. Ensure the extended learning time is available to all students, or if focused on staff development, available to all teachers.
3. Evaluate the effectiveness of the extended learning time. If the LEA contains elementary grades, the LEA must provide evidence that instructional time adheres to A.R.S §15-70113. This statute requires additional time for intensive reading intervention for a student that does not achieve proficiency on the state assessment at the end of third grade. Additional time must include summer school reading instruction and additional reading instruction (before and after school time) during the next academic school year.

**Principle 4: Strengthen Instructional Program Based on Student Needs**

An LEA with a Comprehensive Support School is required to implement a standards-based curriculum that provides flexibility to meet the needs of all students, including students with disabilities, ELLs, gifted and talented, and economically disadvantaged students. The implemented curriculum must be fully aligned with Arizona State Standards – ELA and Mathematics. The implementation must adhere to Arizona State Standards timeline, which consists of full implementation of the Arizona State Standards. **The LEA must provide evidence that the implemented curriculum is:–REQUEST STATE OF ARIZONA**

1. Articulated clearly across all grade levels and subject areas, and at key transition points to close gaps and eliminate duplication.
2. Supported with instructional materials that are aligned with Arizona State Standards and district benchmarks. Materials should not be limited to textbooks.
3. Research-based and consistently implemented within each grade level and content area across the district’s schools.
4. Reinforced with evidence-based Principles shown to be effective with at-risk students, including students with disabilities and students with limited English proficiency. If the LEA contains elementary grades, the LEA must provide evidence that Principles address A.R.S §15-701.
5. Reinforced with evidence-based enrichment activities for gifted and talented students.
6. Supported with a complete set of pacing guides or curriculum maps, and sample instructional strategies aligned with state standards and/or grade level expectations.
7. In adherence with the English language proficiency (ELP) standards for students with limited or no English language knowledge, experience, or skills.
8. In adherence with the specific accommodations, modifications, and supports that must be provided for students in accordance with their IEPs. If an LEA does not replace the current curriculum, the LEA must provide evidence (including recent academic data) that supports retaining the current curriculum for reading, mathematics, science, and writing, and explain what revisions to the curriculum have taken place to meet the above criteria. In addition, all LEAs with a Comprehensive Support School must: Reference A.R.S §15-701
9. **Schedule a continuous, data-based curriculum review to evaluate:**

• If instructional resources (both core and supplemental) align to standards, including the ELP standards, in all curricular areas.

• If instructional resources (both core and supplemental) are current/up-to-date, and sufficient in quantity.

• If curriculum implementation is producing high academic outcomes for all grades and subgroups, including students with disabilities and students with limited English proficiency.

1. Create policies and procedures to ensure school leadership and instructional teams examine student work for evidence that instruction is aligned to state standards. Student work must be representative of all student subgroups, including students with disabilities and students with limited English proficiency.
2. Implement clear expectations for allocation of instructional time in all core subject areas. **In addition, these expectations for allocation of instructional time must include:**

• The four-hour English language development model required under A.R.S **§**15-756-0114 for students with limited English proficiency and additional professional development coordinated with ADE’s Office of English Language Acquisition Services (OELAS) staff. STATE OF ARIZONA

• Additional support required within a Response to Intervention (RTI) plan for struggling students within general education as well as students with disabilities that need special education and coordinated with appropriate professional development offered by ADE’s Exceptional Student Services Comprehensive System of Personnel Development (CSPD) staff.

1. Demonstrate how the LEA is aligning other initiatives and resources to support the curriculum needs of the Comprehensive Support School.

**Principle 5: Data Informs Instruction**

An LEA with a Comprehensive Support School is required to use data to inform instruction. The LEA must develop the school’s Continuous Improvement Plan (SCIP) that is fully aligned to the needs of the school, addressing the root causes for not making progress and addressing all required strategies of the improvement plan. The plan must also include annual goals set for the Comprehensive Support School in the areas of reading, math and/or graduation rate that are established using baseline data, achievable as well as rigorous, and set to close achievement and performance gaps. The LEA must also create a data system with clearly defined types and levels of support, frequency, alignment to need, timeline (with intermediate benchmarks), and an evaluation procedure. This system must provide an effective, up-to-date technology infrastructure that is effectively used for planning and delivery of instruction, monitoring progress, and communication, and **must include the following:**

1. District-wide and school-level formative and summative assessments in literacy, mathematics, and science, providing for aligned assessments within and across grades.
2. A documented, clearly defined and communicated framework for a comprehensive/ balanced assessment system including classroom (daily, weekly/monthly, unit), interim/ benchmark (screening and quarterly), and statewide (annual) assessments being used and how the results help to make programmatic and instructional decisions.
3. A documented framework for collecting, storing, accessing, and disseminating district, school and student-level data.
4. A formal plan to train and support teachers in using data (from balanced assessment system) to drive instruction which includes formal and informal professional development and is differentiated for new to district teachers.
5. Structures to facilitate frequent, ongoing data-driven conversations related to student learning outcomes using formative, interim, and summative assessments at all stakeholder levels (Teacher Learning Communities).
6. A process for flexibly grouping students based on data and focused on improvement and acceleration, **such as:**

* Response to Intervention (RTI) is a process that has been used to provide a multi-tiered system of support for students including ELLs and students with disabilities.
* Positive Behavioral Intervention Supports (PBIS) is a multi-tiered system of support for behavior support for all students including students with a disability.

1. Data system includes tools for an Early Warning System to identify middle grade and high school students who show early warning signs that they are at risk for dropping out of school.

* National High School Center’s early warning system for middle and high school.

**Principle 6: School Environment Focused on Achievement/ Non-Academic Factors Affecting Student Achievement**

An LEA with a Comprehensive Support School is required to focus on creating a sustained culture of high expectations for all students, which includes academic and non-academic factors that have attributed to the school’s failure. Leaders, teachers and staff need to promote high expectations of students and recognize and accept their professional role in the success and failure of all students in the school. In order to do so, the LEA must establish policies and procedures that support continuous improvement strategies for developing a no excuses culture focused on measureable outcomes. **These policies and procedures must provide evidence of the following:**

1. Managerial Operations

• A well-documented process for the wise use of funds that focuses on student achievement and demonstrates expenditure of sufficient resources, including time, personnel, funding, and technology using many funding sources.

• Scheduled time for the LEA and school board to regularly analyze the impact of its decisions on student achievement and stakeholder engagement.

• Refined management and operational functions to more efficiently streamline district finances that explicitly connect to supporting teaching and learning.

• Documented mutually supportive roles of the school board, superintendent, and LEA leadership (e.g., school board develops and sets policy and advocates for the districts; superintendent manages the district which includes hiring, terminating and fiscal management).

• Up-to-date compliance of state and federal mandates, as well as school board and district level policies.

• A process for evaluating overall improvement capacities, consisting of district structures, policies, processes, and programs intentionally designed to improve organizational capacity and quality.

1. LEA and School Vision

• An inclusive process of developing a sustained and shared philosophy, vision and mission that promotes a culture of excellence.

• A defined and clearly articulated instructional model for educating “at-risk” populations, including students with disabilities, ELLs, high poverty/mobility, and credit-deficient students.

* Positive Behavioral Intervention Supports is a model that supports the implementation of a positive learning environment for all students.

• A plan for systematically sharing information and working collaboratively with stakeholders to achieve the district vision and mission. The plan includes a calendar of events and adequate time frame for allowing stakeholder’s input in important decisions.

• LEA provides a comprehensive plan to monitor implementation of the LEA’s Continuous Improvement Plan, as well as monitoring of school leadership in its implementation of the improvement plan strategies and action steps.

• A process to celebrate student and teacher achievement regularly and to provide incentives for making progress toward meeting school and LEA goals.

• The LEA and school board participate in school improvement training to build shared academic knowledge, values and commitment.

1. Safety and Codes of Conduct

• Clear, research-based descriptions of expected classroom practices that will achieve high Comprehensive Support results, and address gaps in the low-performing schools, such as PBIS.

• Policies are created that support and monitor an equitable code of conduct that actively promotes social skills, conflict management, and prevention programs to create an environment conductive to teaching and learning.

• School and LEA maintains facilities that support a culturally responsive and safe environment conducive to student learning.

1. Transitions

• Provide additional support for students at key transition points—PK through kindergarten, elementary through middle school, and middle school through high school. This support could include Head Start opportunities, school orientation, Education and Career Action Plans (ECAP), early warning systems, IEP transitions for students with disabilities, transitional placement for students who are no longer classified as ELL, college fairs, and others.

**Principle 7: Engaging Families and Communities**

To ensure that an LEA with a Comprehensive Support School fosters community relationships to assist with the improvement efforts and increase community capacity, the LEA must increase the role that family engagement plays as part of a comprehensive strategy to increase student engagement and achievement. The school/LEA must provide a multifaceted plan for increased parent and community involvement that is communicated to all stakeholders and aligned with the school’s CIP (parent/community coordinator, parent organization, parent workshops, marquee, newsletters, websites, meeting, parent/teacher conferences, etc.).

**The LEA must also provide evidence that:**

1. School leadership and all teachers implement strategies such as family literacy to increase effective parental involvement.
2. Parents serve on school improvement teams and they should be representative of all subgroups within the school.
3. School leadership continually assesses the quality and impact of its parent/community communication system utilizing multiple survey strategies. In response to the data, adjustments are made to the system.
4. Communication strategies are culturally and linguistically appropriate.
5. A system to recruit volunteers is in place that matches the abilities and interests of businesses/community agencies/families with a variety of volunteer opportunities.

***LEA Capacity and Commitment***

1. *LEAs must demonstrate their capacity and commitment to plan, implement, and monitor dramatic systemic change.* ***The LEA must include the following in the LEA Plan:***
2. *Clearly describe approach that will result in rapid, systemic change in its Comprehensive Support Schools within three years. This must include the goals for each school to attain on a yearly basis, as well as, the 3 year outcomes. (A.R.S* ***§****15-241 subsection K).*
3. *Provide a description of the change and planning process, including descriptions of teams, working groups, and stakeholder groups involved in the planning process.*
4. *Describe how the LEA will recruit, screen and select any external providers to provide the expertise, support, and assistance to the district or to the school.*
5. *Describe the LEA’s systems and processes for ongoing planning, supporting, and monitoring the implementation of planned redesign efforts, including the teaming structures or other processes, such as the use of liaisons, coaches, or networks that will be used to support and monitor implementation of school-level redesign efforts (A.R.S* ***§****15-241 subsections M, Q and S).*
6. *Describe which LEA policies and practices currently exist that may promote or serve as barriers to the implementation of the proposed plans and the actions they have taken or will take to modify policies and practices to enable schools to implement Principles fully and effectively.*
7. *Describe how the LEA will ensure that the identified schools receive ongoing, intensive technical assistance and related support from the state, district or designated external partner organizations (A.R.S* ***§****15-241 subsections M, Q, and S).*
8. *Describe how the LEA will monitor the implementation of the selected Principle at each identified school and how the LEA will know that planned Principles and strategies are working16 (A.R.S* ***§****15-241 Subsection Q). In the event that an LEA does not demonstrate capacity or commitment, the SI section would work with the LEA to establish a Capacity Building plan. This plan focuses on the critical areas not met.*

***LEA Responsibilities for Implementing the LEA and School Continuous Improvement Plan***

*LEAs with Comprehensive Support Schools must submit their comprehensive LEA and School Continuous Improvement Plan to the ADE for approval. Once approved the Superintendent must submit their plan to rapidly turnaround the struggling school to parents, community members and local stakeholders (A.R.S* ***§****15-241 subsection K, Q & S).*