School Improvement Guidance

2016-2017

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SUPPORT AND INNOVATION

VISION

The Support and Innovation Unit strives to drive academic reform creating and sustaining highly effective schools by supporting systematic changes.

CORE VALUES

Trust *Integrity*

Transparency *Collaboration*

Empowerment *Compassion*

Respect *Accountability*

Service Oriented

Transition to Every Student Succeeds Acts (ESSA) 2016-17

School year 2016-17 is a transition year as we move into full implementation of ESSA for the 2017-18 school year. For the transition year Arizona was required to freeze the Priority and Focus list in January 2016. Former Priority Schools, bottom 5% of schools in Arizona, will be called Comprehensive Support Schools. Former Focus Schools, low achieving bottom quartile and/or biggest achievement gaps, will be called Targeted Support Schools, using the ESSA terminology. Freezing the list means no schools will exit improvement status until spring of 2017. In mid-August, ADE will, however, inform schools that would have exited based on current criteria. We will also identify additional Comprehensive Support School based on current data. Additionally, Title 1 schools and non- Title 1 schools earning less than 100 A-F points in 2014 are in improvement status per state statute.

SUPPORT AND INNOVATION PROVIDES

Support and Technical Assistance	Progress Monitoring	Professional Learning
◊ On-site support visits based on needs ◊ Support developing, implementing & monitoring LEA & School Continuous Improvement Plans, grant application, funding process implementation of required LEA and school structures ◊ Integrated Support ◊ Strategic Partner support based on school specific needs ◊ Open Office hours ◊ Desktop support as needed	◊ On-site monitoring and support visits based on needs ◊ Review of Title I required needs assessment (SRA) ◊ L/SCIP monitoring of strategies and action steps completion and success ◊ Quarterly data submission ◊ Fiscal Review (Grant Funded) ◊ Budget review ◊ Quarterly fiscal monitoring ◊ Revision review ◊ Reimbursement requests ◊ Cash Management Review ◊ Completion Report review and approval	◊ Targeted Professional Learning based on LEA and school needs ◊ Webinars ◊ Project ELEVATE! (appendix G) ▪ First cohort began July 2015 (full) ▪ New leadership cohort to begin January 1, 2017 ◊ University of Virginia (UVA) Partnership for Leaders in Education-School (appendix H) ◊ Turnaround Specialist Program Quality Schools Program (appendix I) ◊ Other ADE Professional Learning Opportunities

SIG, Comprehensive (formerly Priority) and Targeted Support (formerly Focus) Schools

LEAs and SIG, Comprehensive and Targeted Support Schools will receive differentiated support from their assigned Support and Innovation (SI) Education Program Specialist (EPS). The EPS will provide on-site and off-site support.

On-site support visits will be conducted by the SI EPS for support and technical assistance. The numberof on-site visits each LEA and school receives will differ based onneed. The purpose of the visits is to discuss overall accomplishments, strengths, challenges and barriers, progress on LCIP/SCIP goals, strategies and action steps, grant budget review as well as implementation of required LEA and school structures. Specialists from other ADE units may accompany SI Specialists on site visits.

Visits will be tailored to the needs of the school. Below is a framework to guide the agenda for site visits.

Off-site support will be conducted through Support and Innovation webinars, conference calls, emails and phone conversations.

ON-SITE SUPPORT AND PROGRESS MONITORING VISITS

General Guidelines

Prior to visit, the LEA and school site staff will establish an agenda for day(s) in collaboration with the SI EPS.

- EPS and Principal conversation at the beginning of the visit
- *Walk-through Classroom Observations (10-15 minutes each)* using ADE walkthrough protocol
  - Observe in all Math and English/Language Arts classrooms
  - Observe in other classrooms as time permits
  - Share the classroom observation data and provide feedback to Principal and/or LEA Leaders
- *Focus Group Interviews (approx. 30 minutes each)*
  - LEA Leadership
  - School Leadership
  - Teachers (4-6 teachers) depending on school size
  - Students (4-6 students) grade 5 and above
- *Follow up Meeting/s*
  - Each individual District/school has specific needs; however, it is essential to summarize important information gleaned from the visit and to identify critical next steps in the school improvement process. The follow-up meetings should include key LEA/school personnel crucial to carrying out identified action steps and LEA/school initiatives. ADE requests that the Special Education Director be included as part of this team. Additional Follow-up Meetings designed to accommodate particular and/or sensitive concerns with specific LEA/and or school personnel will be held as needed.
  - LEA/school Data Presentation - An overview presentation of student and teacher performance data presented by LEA and principal
  - Grant budget review
  - Review progress of LCIP/SCIP strategies and action steps, review progress on next steps, review accomplishments, strengths, challenges and barriers

- ◊ Identify next steps with timelines to continue implementation of LCIP/SCIP strategies and action steps

Non-Title 1 Schools and Title 1 Schools labeled "D" or "F" that Do Not Receive a Federal Label of Comprehensive or Targeted Support.

According to ARS15-241, LEA and the school leadership of Non-Title I schools and Title I schools labeled "D" or "F" that do not receive a federal label must also follow school improvement guidelines. There is no school improvement funding available for schools without a Federal label. The expectation is that Title 1 funding be used for improvement.

Schools that are assigned a D or F are required to comply with the following items:

- ❖ Within ninety days after receiving notice of the designation, the governing board shall develop an improvement plan for the school, submit a copy of the plan to the superintendent of public instruction and the county educational service agency and supervise the implementation of the plan.
- ❖ Within thirty days after submitting the improvement plan to the superintendent of public instruction and the county educational service agency, the governing board shall hold a special public meeting in each school that has been assigned a letter grade of D and shall present the respective improvement plans that have been developed for each school.
- ❖ The school district governing board, within thirty days of receiving notice of the designation, shall provide written notification of the classification to each residence within the attendance area of the school. The notice shall explain the improvement plan process and provide information regarding the public meeting required by this subsection.

A school that has not submitted an improvement plan is not eligible to receive monies from the classroom site fund established by section 15-977 for every day that a plan has not been received by the superintendent of public instruction. The state board of education shall require the superintendent/ charter holder of the school district to testify before the board and explain the reasons that an improvement plan for that school has not been submitted.

If a charter school is assigned a letter grade of F, the department of education shall immediately notify the charter school's sponsor. The charter school's sponsor shall either take action to restore the charter school to acceptable performance or revoke the charter school's charter. Within thirty days the school shall notify the parents of the students attending the school of the classification and of any pending public meetings to review the issue.

A school that has been assigned a letter grade of D or F for two consecutive years shall include a science, technology, engineering and mathematics (STEM) intervention strategy and a parent involvement strategy in the school improvement plan.

LEA and SCHOOL CONTINUOUS IMPROVEMENT PLANS (L/SCIP)

All LEAs and schools in **School Improvement** will submit an LCIP and SCIP on ALEAT. In order to receive grant funds, both the L/SCIP and budget must be completed and approved by SI EPS (Appendix D).

In order to fulfill SI goal requirements, the school-level plan (SCIP) or in the case of a single site LEA, the LEA plan (LCIP), **7 SMART goals** are required, plus a **graduation rate goal** when applicable.

GOAL 1 – Reading achievement goal for *all* students

Reading achievement for all students will increase by_____% moving from_____% proficient or highly proficient on 2016 AzMERIT to_____% proficient or highly proficient on 2017 AzMERIT.

Example of possible strategies/action steps

Strategy: Provide core reading instruction for all students

Action Step: All teachers will provide a minimum of 90 minutes of reading instruction based on the district adopted curriculum for ELA instruction inclusive of writing, vocabulary development, literacy, and grammar.

Strategy: Strengthen instruction for all students

Action Step: The instructional coach will provide ongoing support in the following areas; direct instruction practices, engagement strategies, cooperative learning strategies

Action Step: All teachers will participate in weekly PLC meetings (60 min. as recommended by ADE) for the purpose of looking at individual student work samples, weekly assessments, and benchmark testing etc. to determine achievement levels of all students collectively assigned to them and analyze instructional strategies that prove to be effective in increasing student *achievement .[This action step should be tagged with Comprehensive or Targeted Support tag and also Principle #5 tag (data drives instruction) and Principle #2 tag (Effective Teachers) – as an example of tagging on ALEAT]* Turn Prin-5

Action Step: Provide PD which is ongoing and job embedded, that supports the SCIP. Focus will be placed on the following teacher learning activities: collaborative weekly PLC meetings, Effective RTI strategies, content literacy training provided by the County Educational Service Agency, Kagan engagement strategies provided by district staff, Core Six Strategies provided by Harvey Silver….. Turn Prin-2

GOAL 2 – Reading goal for the State's bottom 25%

The percent of students in the State's bottom 25% in reading will decrease by_____% from _____% on 2016 AzMERIT to_____% on 2017 AzMERIT.

Example of possible strategies/action steps

Strategy: Provide targeted interventions for students struggling in the content area of reading

Action Step: Title I teachers/assistants will focus K-3 instructional interventions as Tier II interventionists and all special area teachers will be assigned to assist students in grades 4-6 by providing small group Tier II interventions for a minimum of 40 daily minutes. . . or perhaps

Action Step: A school-wide RTI framework, facilitated by two full-time RTI specialists who are supported by general education and special area teachers, the school psychologist, para-professionals and the building administrator is in place. Tier II and Tier III academic support is provided to students to meet individual student needs as identified through AIMS web, district benchmark data and progress monitoring assessments. Turn Prin 4

GOAL 3 – English Language Proficiency Goal

English Language Proficient reclassification will increase by_____% moving from_____% reclassification as proficient in 2016 to_____% reclassification as proficient in 2017, as measured by AZELLA.

Example of possible strategies/action steps

Strategy: Strengthen instruction for students

Action Step: Professional learning opportunities will be provided for all staff in the use of effective SEI and differentiated instructional strategies on a monthly basis.

GOAL 4 - Math goal for *all* students

Math achievement for all students will increase by_____%, moving from_____% proficient or highly proficient on 2016 AzMERIT to_____% proficient or highly proficient on 2017 AzMERIT.

Example of possible strategies/action steps

Strategy: provide math basic skill practice for all students on a daily basis

Action Step: All teachers will incorporate *Daily Math Skills* for a minimum of 15 minutes, 5 times a week during the first period class

GOAL 5 – Math goal for Bottom 25%

The percent of students in the State's Bottom 25% in math will decrease by_____%, from _____% on 2016 AzMERIT to_____% on 2017 AzMERIT.

Example of possible strategies/action steps

Strategy: provide additional learning time for students in the bottom 25% in the content area of math

Action Step: Math intervention classes will be held 3 times per week for a total of 120 weekly minutes for all students who have been identified as students in the BQ in math. Specific targeted skills will be taught as determined by weekly formative assessments.

Action Step: After school tutoring will be offered to all students identified as being in the BQ in math – HQ teachers using research-based curriculum and *different* instructional strategies will provide targeted and specific remediation on an individual basis.

****GOAL 6 – Goal addressing STEM (This is an additional required goal for all schools in improvement)**

By spring 2017, all students will have successfully completed four modules of STEM courses offered as elective courses each quarter as evidenced by a passing grade of 80% or better on the EOC assessment in each module.

Example of possible strategies/action steps

Strategy: Teachers will design STEM course modules

Action Step: During established summer collaborative PD time, teachers will collaborate, coordinate and design grade level learning modules to be offered to students with emphasis in science, technology, engineering, and/or math.

GOAL 7 – Attendance goal

Increase attendance by_____% moving from_____% in SY15-16 to_____% in SY16-17

Example of possible strategies/action steps

Strategy: Implement a school-wide program to improve student attendance and reduce tardies and early pull-outs

Action Step: 1)School will identify chronic absentees, students who are consistently tardy an those who tend to get pulled out of school early on a regular basis, 2)Positive meetings with students, family, school staff will be ongoing in efforts to relay the critical correlation between attendance and student achievement. 3) Individual attendance tardy/early pullout contracts will be administered as appropriate. 5) Incentive program will be implemented to acknowledge and support students with improved attendance, reduction in tardies, and early pullouts on a weekly basis.

GOAL 8 – Goal addressing graduation rate (high school only)

Increase graduation rate to_____% from_____% in 2016 to_____% in 2017 as calculated by ADE.

Example of possible strategies/action steps
Strategy: Provide additional support to students
Action Step: By providing the following support, ABC High School will provide graduation support opportunities to students identified as "at risk": daily advisement class, credit recovery, math and reading interventions, increased and additional ESS/ELL supports as appropriate and necessary

Schools are required to tag the LCIP and SCIP at the action step level. Follow the instructions below, based on the school's status.

Targeted Support Schools: Use **Targeted** Plan Tags at the action step level Targeted

Use the Turnaround Principle (appendix E) Tags at the action step level as appropriate TurnPrin-5
NOTE: #5 Data Informs Instruction strategies and action steps are required for all **Targeted Support** Schools

Comprehensive Schools: Use **Comprehensive** Plan Tags at the action step level.
Use the Turnaround Principle Tags on the right at the action step level as appropriate TurnPrin-7

Comprehensive

SIG (SIG funded) Use **Turnaround, Transformation, Whole School, Early Learning, SIG Planning** tags at the action step level. SIG Whole School SIG planning

Tags must be used to receive grant funds.

See appendix B. Additional Title I guidance for completing LCIPs and SCIPs is located in ALEAT under the resource/helptab.

REQUIREMENTS

REQUIRED LEA and SCHOOL STRUCTURES

- **Comprehensive, Balanced Assessment System** - including screening and/or diagnostic assessments, classroom formative assessment practices, classroom summative assessments, schoolwide predictive interim/benchmark assessments, and state mandated summative assessment. As well as a data management process to ensure that the system provides up-to-date data reports to allow for deep analysis of student, teacher, and school level data.
- **Professional Learning Communities -** required, scheduled and organized around teaching and student learning.
- **Multi-Tiered System of Support (MTSS) -** a differentiated, coherent continuum of system-wide, data-based problem solving practices supporting a rapid response to the academic and behavioral needs for all students; system of support.
- **Principal Evaluation** - required use of data from an approved evaluation system to inform selection, placement, retention and incentive decisions for principals.
- **Operational Flexibility -** principals have sufficient operational flexibility to fully implement a comprehensive approach in order to substantially improve student achievement outcomes and

increase high school graduation rates.

- **Effective Staffing –** required use of data from an approved evaluation system to inform selection, placement, retention and incentive decisions for teachers in priority schools.
- **Extended Learning Time** - required increased or extended learning time, using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time (Appendix C).

OTHER REQUIREMENTS FOR ALL SCHOOLS IN IMPROVEMENT

- Keep organized , relevant records for announced and unannounced site visits
- Submit all SI documents in a timely manner (needs assessment, L/SCIP, achievement data and other requested documents (Appendix A)
- Progress towards the goals in the L/SCIP
- Implement L/SCIP strategies and action steps
- Set aside a minimum of 20% of Title I funds to implement and support improvement efforts
- Submit and adhere to Assurances (appendix D)

ADDITIONAL SUPPORT

REGIONAL CENTER COLLABORATION

Support and Innovation staff will collaborate with Regional Centers and county Superintendent Offices to provide support to LEA and schools. This is a pilot program with Maricopa County Regional Service Agency (MCESA) and Southern Arizona Regional Education Center (SAREC).

STRATEGIC PARTNERS

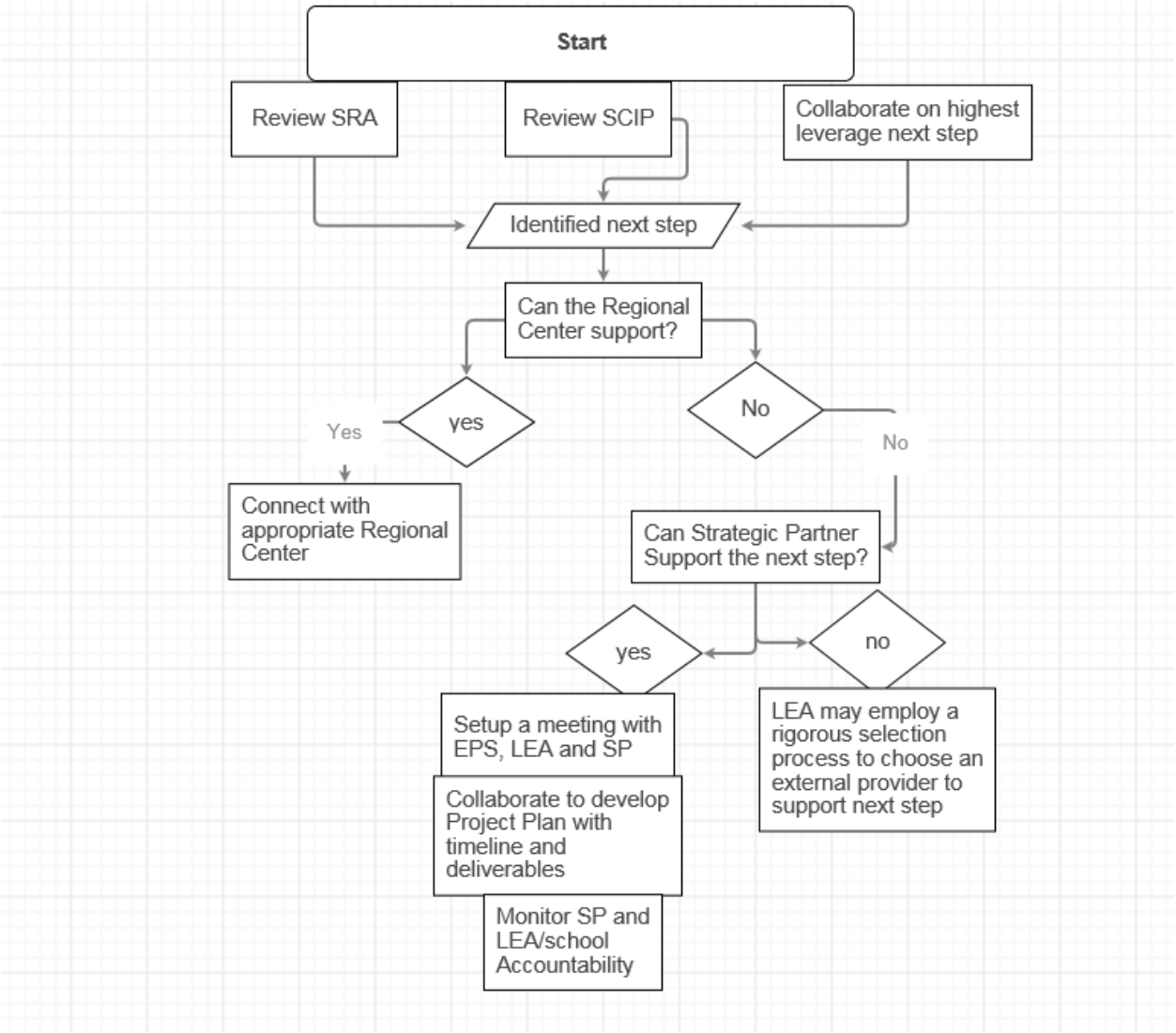
Strategic Partners (SP) may be assigned to LEAs and/or schools based on identified needs. SPs will closely collaborate with LEAs/schools and SI Education Program Specialists (EPSs) to develop a project plan which includes timelines, expectations for deliverables and clear, measurable outcomes for all aspects of the SP's support.

USE OF EXTERNAL PROVIDERS

If the LEA has a specific need that cannot be met by SI staff, other ADE program areas, Regional Center staff or Strategic Partners, LEA/school may choose an educational service provider (external provider). The LEA/school will provide SI a copy of the scope of work and the rigorous review process the LEA used to recruit, screen and select the external provider. An evaluation of educational service provider services will be conducted and sent to SI.

EPS

SELECTING SUPPORT SERVICES



FISCAL REVIEW

Support and Innovation will monitor fiscal compliance through on and off site visits and reports, including required quarterly, up to date, detailed expenditure reports.

CRITERIA FOR COMPLIANCE

Grant recipients are *required* to:

- Follow the Grants Management Business Rules available in GME;
- Receive EPS approval for revisions **prior** to implementing any change in spending or program;
- Submit revisions for any fiscal or programmatic change;
- Provide quarterly detailed expenditure reports;
- In accordance with sound accounting practices, **LEAs are required to request reimbursements on a monthly basis**. Examples of monthly reimbursement requests are payments for monthly salaries of grant funded positions, scheduled services of external providers, or specific training/conferences paid for during the month;
- Keep necessary Time and Effort documentation;
- Submit Completion Reports on time.

Failure to request reimbursements in a timely manner may result in loss of funds.

Grantees failing to meet any single requirement of compliance are subject to compliance actions in the Support and Innovation Grant Fiscal and Programmatic AccountabilityProtocol

ALLOWABLE EXPENDITURES

All activities funded through the grant must be reasonable and necessary, directly related to the full and effective implementation of model, interventions, address the needs identified by the LEA, and advance the overall goal of increasing academic achievement.

- **SIG 1003(g) Allowable Uses of Funds-**Budgeted items must:
  - Align with the approved SIG application and selected model
  - Be reasonable and necessary
  - Meet program intents and purposes and included in L/SCIP strategies and action steps
  - Be obligated and liquidated in accordance with the approved SIG plan within the approved grant period
  - Supplement and not supplant state and local funds

- **Comprehensive and Targeted Support Grant Allowable Use of Funds**

- All Comprehensive Support School activities funded with Title I 1003 (a) School Improvement funds must be reasonable and necessary and directly related to the implementation of the LEA and School Continuous Improvement Plan including the 7 Turnaround Principles to address the needs identified in the schools' needs assessment and advance the overall goal to increase the academic achievement in low performing schools.
- All Targeted Support School activities funded with Title I 1003 (a) School Improvement funds must be reasonable and necessary and directly related to the implementation of the LEA and School Continuous Improvement Plan including applicable 7 Turnaround Principles to address the needs identified in the schools' needs assessment and advance the overall goal to increase the academic achievement in low performing schools.

- Strategies and action steps support improved student academic achievement based on needs assessment (SRA)
- Leadership Development
- Professional Learning activities (conferences and related travel)
- Educational Service Provider (external provider) services based on specific needs
- Off Contract Pay
    - Site level instructional staff for above and beyond. (We acknowledge that teachers always work "above and beyond " to accomplish all the necessary things to be a good teacher. This pay is not for those duties that are a part of the job, i.e. writing lesson plans, doing night parent conferences, PLCs.) Paid at the Board approved hourly rate. Rate must be reasonable and necessary.
- LEA or school site instructional positions
    - Must directly support curriculum, instruction, and/or assessment. For example, Instructional coach, data coach, interventionists.
    - Salaries must be reasonable and necessary.
- Supplies
    - Reasonable amount
    - Must be supplemental and support curriculum, instruction, and/or assessment.
- Title I 1003 (a) School Improvement funds may not be used to supplant non- Federal funds, but only to supplement non-Federal funding provided to LEAs and schools. In particular, an LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of Title I 1003 (a) School Improvement funds.

ADDITIONAL PAY GUIDANCE

Performance Pay (Incentives) and stipends paid from Comprehensive and Targeted Support Grants will be allowed only in the following categories:

1. **Performance Pay**
    - ◊ Site level only (instructional staff and principal)
    - ◊ Criteria must be explicit and tied directly to student achievement goals
    - ◊ Amount of performance pay must be reasonable in relation to the amount of the grant
    - ◊ Criteria and dollar amount must be Board approved and then sent to EPS for ADE approval
        - Once approved, upload into GME LEA Document Library
2. **Site Level Stipends** (these are usually paid out of Title II funds. We will consider on a case by case basis).
    - ◊ Recruitment of hard to find teachers, such as math, science, special education
    - ◊ Retention of teachers over time to create instructional continuity
    - ◊ Reassignment stipend of highly effective or effective teachers from "A" or "B" schools to "D" or "F" schools
    - ◊ Stipend amounts must be reasonable in relation to the amount of the grant
    - ◊ Stipends must be Board approved and then sent to EPS for ADE approval
        - Once approved, upload into GME LEA Document Library

3. **Off Contract Pay**
    - ◊ Site level only
    - ◊ Instructional staff for above and beyond work. *(We acknowledge that teachers always work "above and beyond" to accomplish all the necessary tasks to be a good teacher. This pay is not for those duties that are a part of the job, i.e. writing lesson plans, doing night parent conferences, PLCs, MTSS)*
    - ◊ Board approved hourly rate paid, must be reasonable.
    - ◊ Requires time and effort logs.

Example of Required Budget Detail

Instruction 1000 (direct contact with students)		
Function Code	Object Code	Total Amount
salaries	*6100*	*Board adopted hourly rate*

Detail needed: # of staff x # of hours x hourly rate = total
What is the pay for? (Example: after school tutoring)
Position (example: reading interventionist)
Job description required for positions

Support Services 2100, 2200, 2600, 2700		
Function Code	Object Code	Total Amount
salaries	*6100*	*Board adopted hourly rate*

Detail needed: # of staff x # of hours = total
What is the pay for? (example: after contract day PL)
Position (example: data coach)
Job description required for positions

6300 Professional Learning and Educational Service Providers

Support Services 2100, 2200, 2600, 2700		
Function Code	Object Code	Total Amount
Purchased Professional Services	*6300*	*TBD based on provider services*

Educational Service Provider (external provider)
Detail needed: Who? What? When? For whom?
How much? # of days x daily rate =
Leadership Development
Detail needed: Who? What? When? For whom?
How much? # of days x daily rate =
Professional Learning Activities
Detail needed: Who? What? When? For whom?
How much? # of days x daily rate =
Conference registration
Detail needed: Conference name, location? length? who is attending? Registration cost x # of staff =

6500 Other Purchased Services

Support Services 2100, 2200, 2600, 2700		
Function Code	Object Code	Total Amount
Other purchased services	*6500*	*TBD*

Travel expenses related to conferences attended by staff.
Detail needed: Transportation cost x # of staff =
Hotel room cost x nights x # of staff =
Per Diem x # days x # of staff

Reimbursement Requests

New required form

Reimbursement Request #				Date	
LEA	School	Amount	paid to	Item or activity	Strategy and Action Step Reference
ABC Unified	XYZ School	$ 4,201.99	Schoolmart Books	150 non-fiction library books	Strategy: Increase access to non-fiction reading materials. Action step: Purchase additional non-fiction books for the school library.
ABC Unified	MNO School	$ 3,000.00	Payroll	Jan. 1-14, 2016	Reading Interventionist

Example of a Revision

- Must note revision # and date of revision
- $ Amount to line item, added specifically for what
- $ Amount subtracted from line item, originally for what
- Double check math *(Total in the narrative must match the total cost in each category).*
- Different color fonts are helpful

		(FTE)		Cost	
6300 - Purchased Professional Services	2300,2400,2500,2900 - Support Services (General, School, Central Services, Other)		1.00	$1,215.00	$1,215.00

Narrative Description

Revision 1 - 5.13.16 - Add
$1215.00 of funds to be used for registration fees for Scrum Gathering Conference (AGILE) for the BPHS principal as part of the leadership team of Blueprint Education This is from the $1215.00 of funds to be deleted from external provider, John Miller to train staff and implement systems to utilize AGILE.

Total for 6300 - Purchased Professional Services	$40,560.12
Total for all other Object Codes	$9,439.88
Total for all Object Codes	$50,000.00
Adjusted Allocation	$50,000.00
Remaining	$0.00

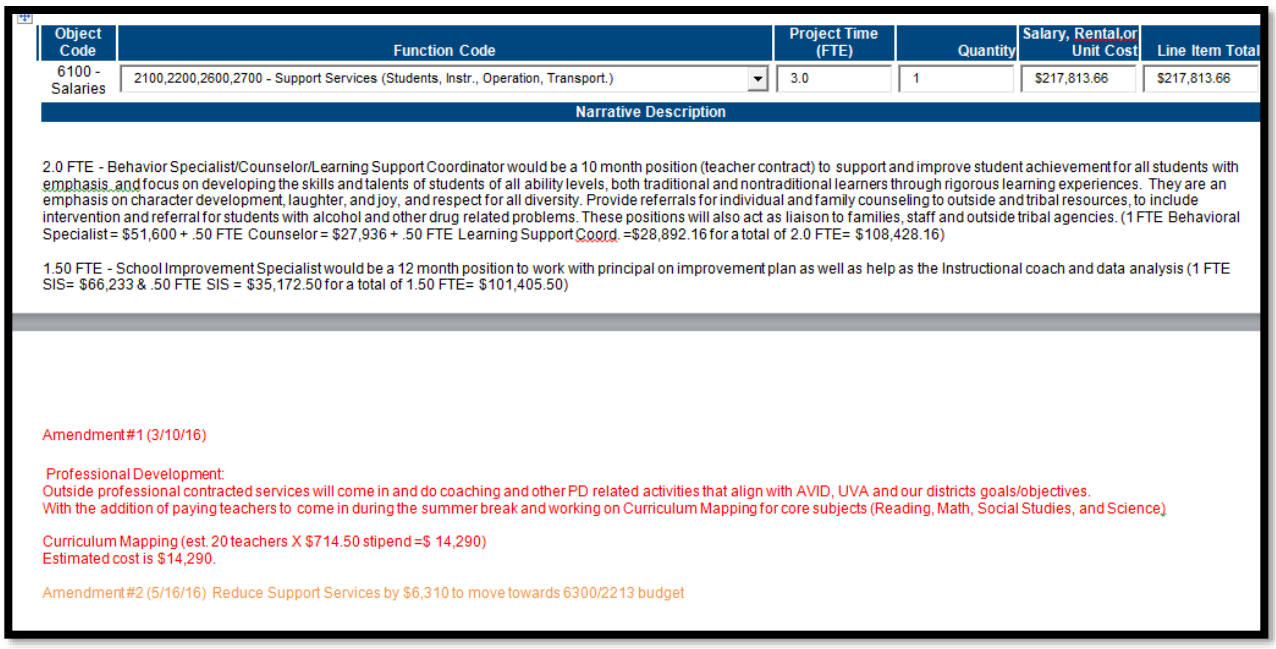
6500 - Other Purchased Services - $973.76

Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental,or Unit Cost	Line Item Total
6500 - Other Purchased Services	2300,2400,2500,2900 - Support Services (General, School, Central Services, Other)		1.00	$973.76	$973.76

Narrative Description

Revision 1 - 5.13.16 - Add
$973.76 of funds to be added and used for food, lodging and transportation to Scrum gathering (AGILE) for the BPHS principal as part of the leadership team of Blueprint Education. These funds come from $973.76 of funds to be deleted from external provider, John Miller to train staff and implement systems to utilize AGILE.

Total for 6500 - Other Purchased Services	$973.76
Total for all other Object Codes	$49,026.24
Total for all Object Codes	$50,000.00
Adjusted Allocation	$50,000.00
Remaining	$0.00



Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental,or Unit Cost	Line Item Total
6100 - Salaries	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)	3.0	1	$217,813.66	$217,813.66

Narrative Description

2.0 FTE - Behavior Specialist/Counselor/Learning Support Coordinator would be a 10 month position (teacher contract) to support and improve student achievement for all students with emphasis and focus on developing the skills and talents of students of all ability levels, both traditional and nontraditional learners through rigorous learning experiences. They are an emphasis on character development, laughter, and joy, and respect for all diversity. Provide referrals for individual and family counseling to outside and tribal resources, to include intervention and referral for students with alcohol and other drug related problems. These positions will also act as liaison to families, staff and outside tribal agencies. (1 FTE Behavioral Specialist = $51,600 + .50 FTE Counselor = $27,936 + .50 FTE Learning Support Coord. =$28,892.16 for a total of 2.0 FTE= $108,428.16)

1.50 FTE - School Improvement Specialist would be a 12 month position to work with principal on improvement plan as well as help as the Instructional coach and data analysis (1 FTE SIS= $66,233 & .50 FTE SIS = $35,172.50 for a total of 1.50 FTE= $101,405.50)

Amendment#1 (3/10/16)

Professional Development:
Outside professional contracted services will come in and do coaching and other PD related activities that align with AVID, UVA and our districts goals/objectives.
With the addition of paying teachers to come in during the summer break and working on Curriculum Mapping for core subjects (Reading, Math, Social Studies, and Science)

Curriculum Mapping (est. 20 teachers X $714.50 stipend =$ 14,290)
Estimated cost is $14,290.

Amendment#2 (5/16/16) Reduce Support Services by $6,310 to move towards 6300/2213 budget

Completion Reports

Completion Reports (CR) must be completed by November 30th in order to be approved by the deadline of December 31st. May be started as early as July 1st. It is important to note that once the CR has been started no reimbursement requests can be made.

Support and Innovation Required CR related documents (appendix K):

- Detailed Expense Report (grants management report in Visions) 7/1/15 through 6/30/16
- Position time and effort records
- Expenditure by individual school budget and LEA budget
- External Providers over $10,000.00
- Capital Outlay Expenditures

Appendix A

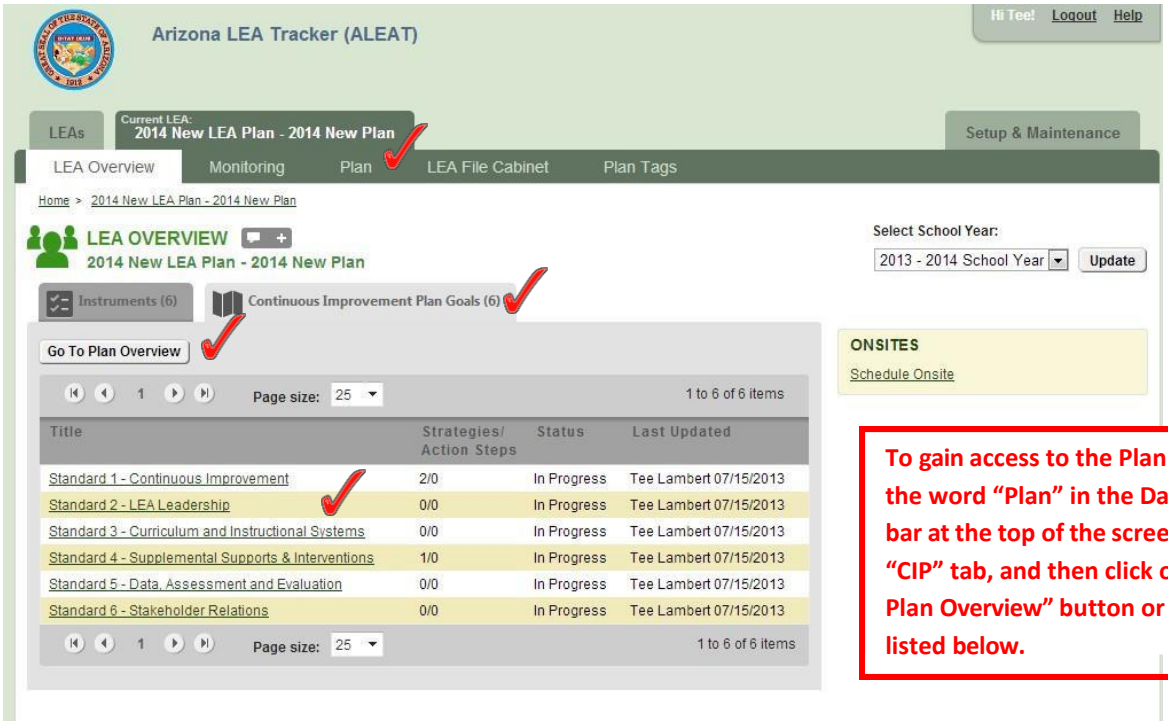
Support and Innovation Required Documents & DueDates

SIG, Comprehensive and Targeted Support Schools			
Documents	**Completed by:**	**Submitted to:**	**Due by:**
Assurances (appendix D)	LEA	ADE on ALEAT (and with grant application)	August 15, 2016
LEA Contact Form	LEA	Online SI Webpage	August 15, 2016
LCIP Tag action steps with appropriate SI tags: SIG, Turnaround, Transformation, Whole School, Early Learning, Planning year; Comprehensive, Targeted; and/or all 7 Turnaround Principles	LEA	ADE on ALEAT	No later than October 1, 2016 Earlier for grant purposes
SCIP Tag action steps with appropriate SI tags: SIG, Turnaround, Transformation, Whole School, Early Learning, Planning year; Comprehensive, Targeted; and/or all 7 Turnaround Principles	School	ADE on ALEAT	No later than October 1, 2016 Earlier for grant purposes
Comprehensive Needs Assessment **SPA**	School	ADE on ALEAT	To be completed before writing you SCIP No later than October 1, 2016
Quarterly detailed expenditure reports	LEA School	Email SI EPS	Jan. 15, 2017 March 15, 2017 June 15, 2017

Quarterly Student Data Analysis and Trends Reflection (appendix F)	LEA School	Email SI EPS ADE on ALEAT Monitoring Instrument	Oct.15, 2016 Jan. 15, 2017 March 15, 2017
4th Quarter Student Data Analysis and Trends Reflection AzMERIT Scores	LEA School	Email SI EPS ADE on ALEAT Monitoring Instrument	June 15, 2016 *This date should be after the AzMERIT results go public.* *Upload the 4th Student Data Analysis and Trends Reflection as soon as scores*

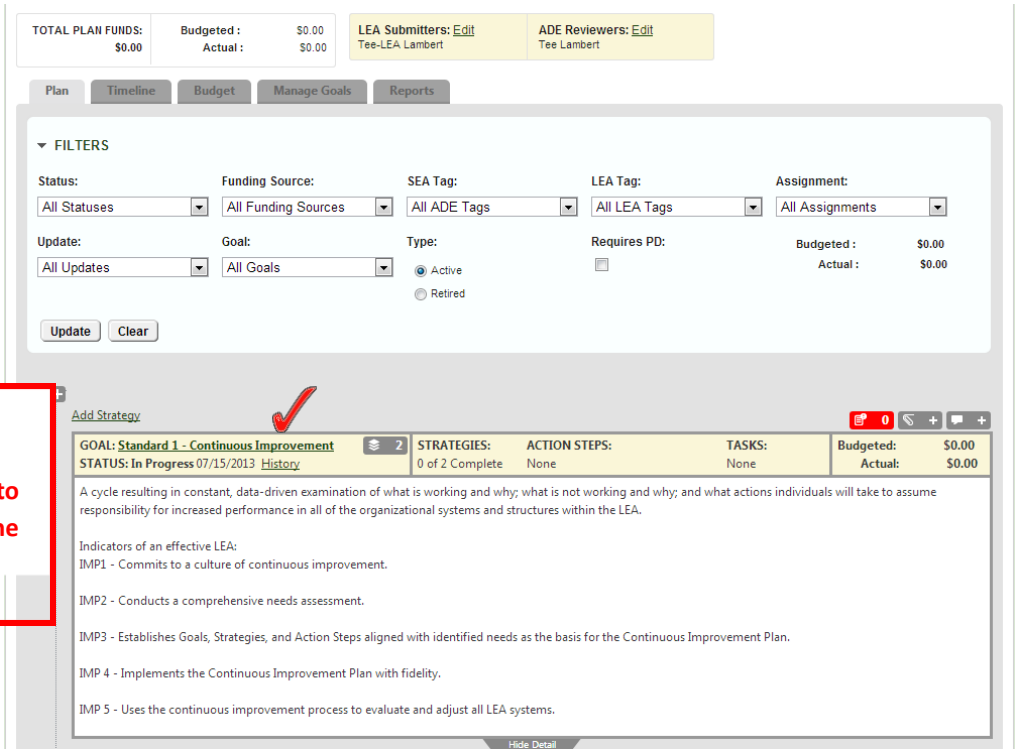
Utilizing the Plan Template to Enter your Continuous Improvement Plan

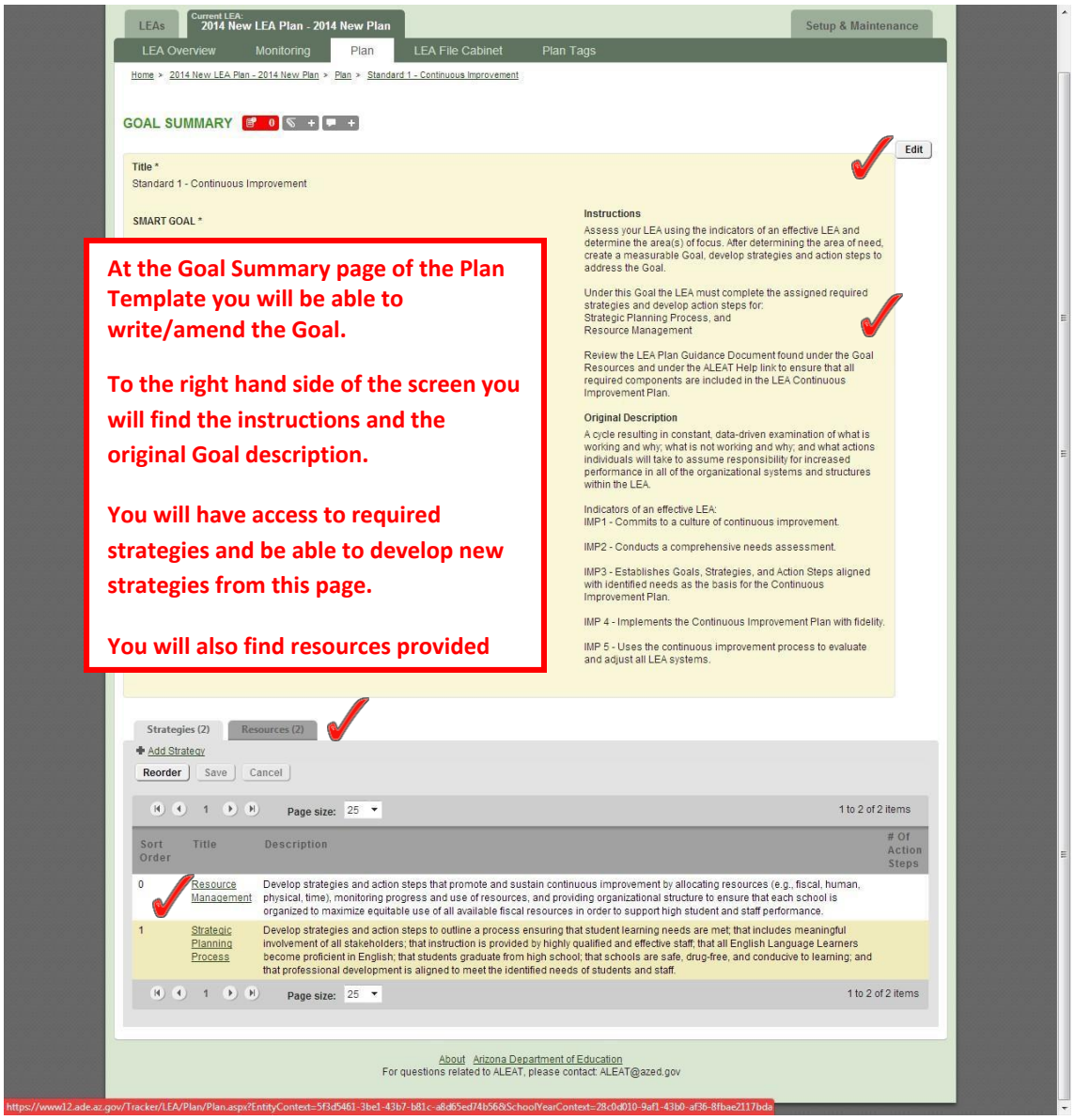
With the latest build in ALEAT you no longer have to go to the Continuous Improvement Plan (CIP) Overview page to build your Plan. Once you click on the Title of a Goal/Standard it will take you to a behind the scenes template to assist you.



To gain access to the Plan you can click on the word "Plan" in the Dash Board (green bar at the top of the screen) or click on the "CIP" tab, and then click on the "Go to Plan Overview" button or on a "Standard" listed below.

To create a new or amend a Goal description click on the title of Goal. It will take you to the Goal Summary page of the plan template.





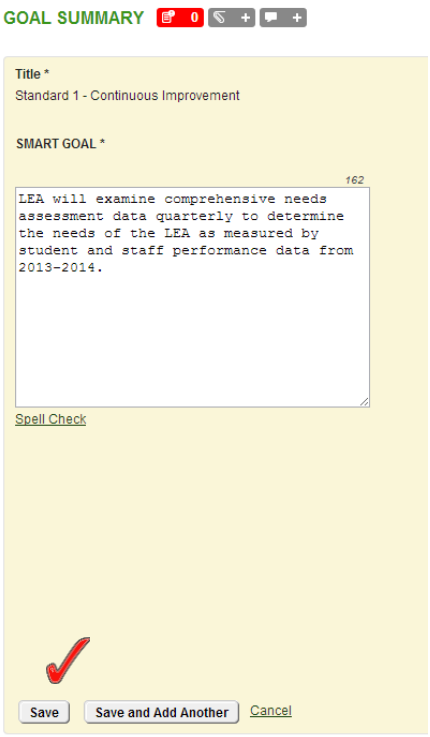
At the Goal Summary page of the Plan Template you will be able to write/amend the Goal.

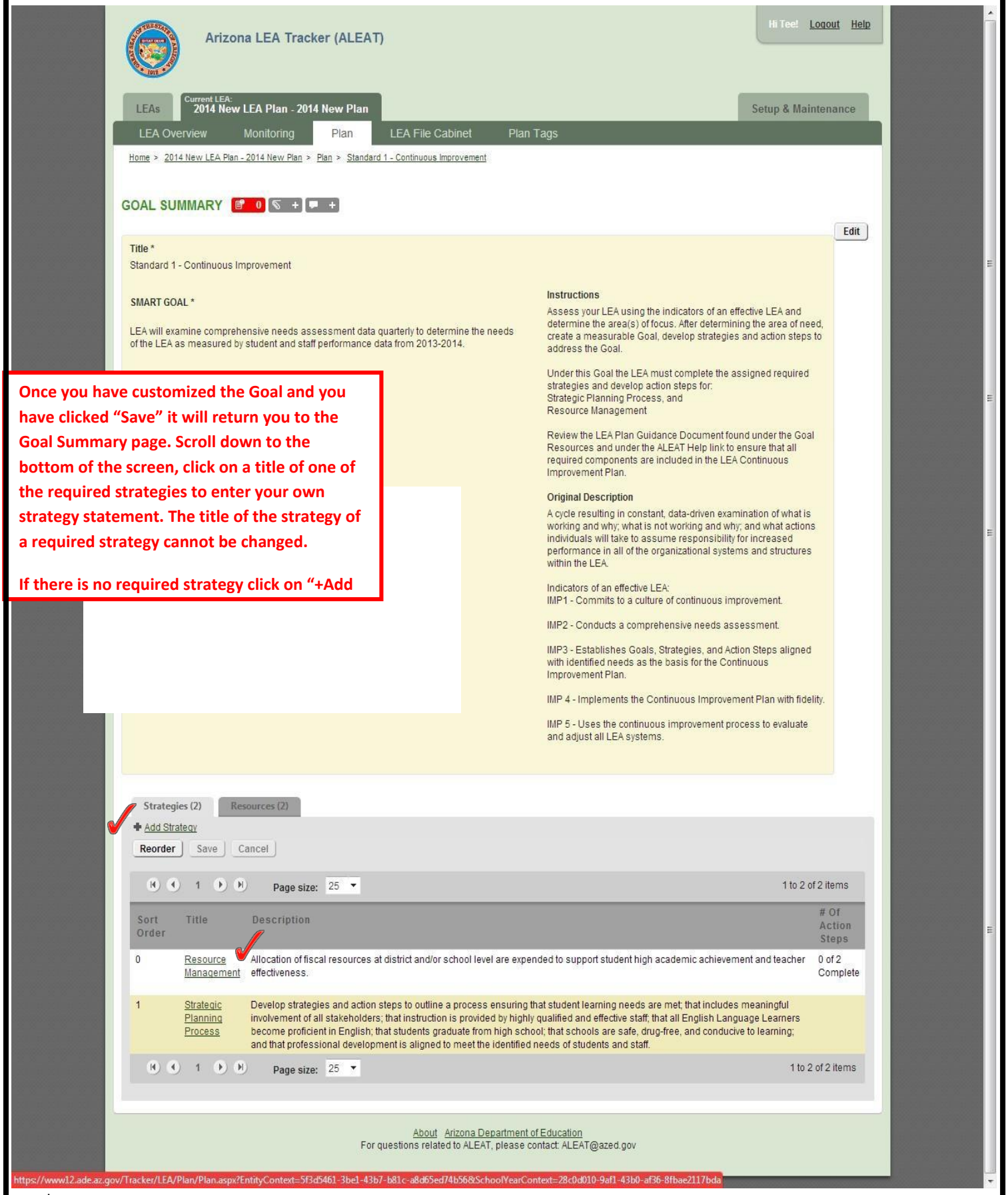
To the right hand side of the screen you will find the instructions and the original Goal description.

You will have access to required strategies and be able to develop new strategies from this page.

You will also find resources provided

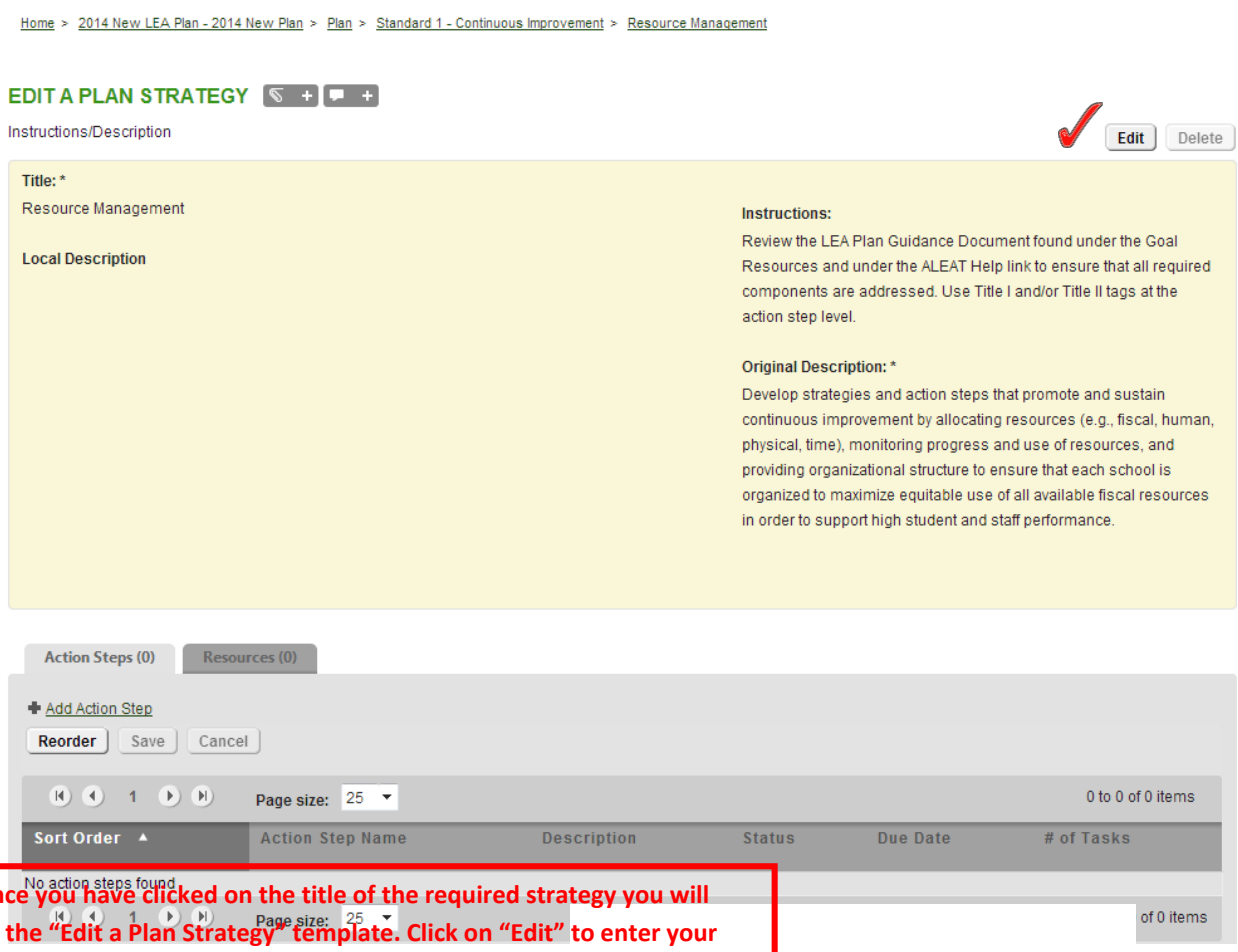
Click on "Edit" on the Goal Summary page and it will open the template to input your measurable Goal. Click "Save" when done.



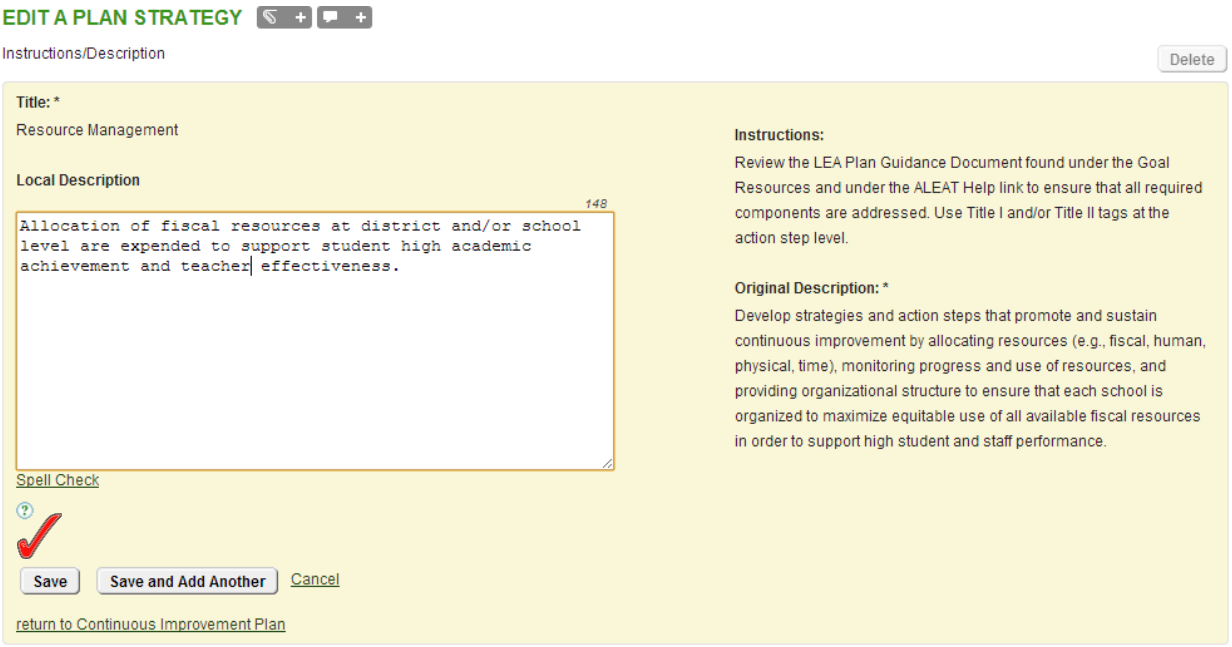


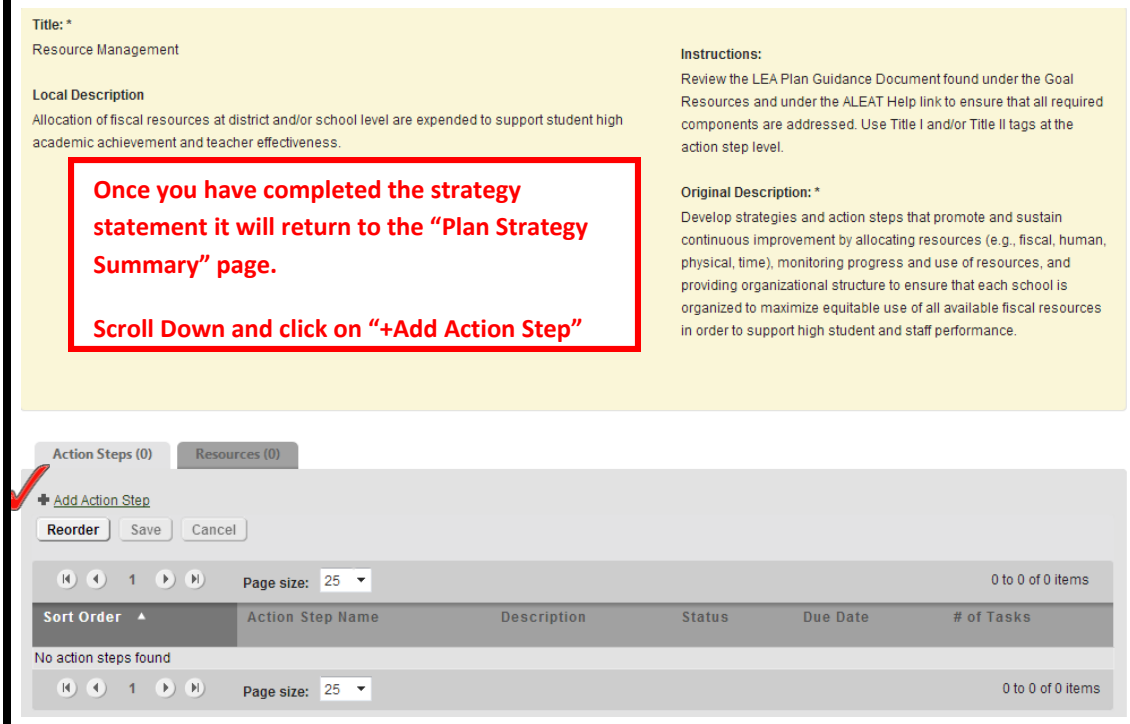
Once you have customized the Goal and you have clicked "Save" it will return you to the Goal Summary page. Scroll down to the bottom of the screen, click on a title of one of the required strategies to enter your own strategy statement. The title of the strategy of a required strategy cannot be changed.

If there is no required strategy click on "+Add

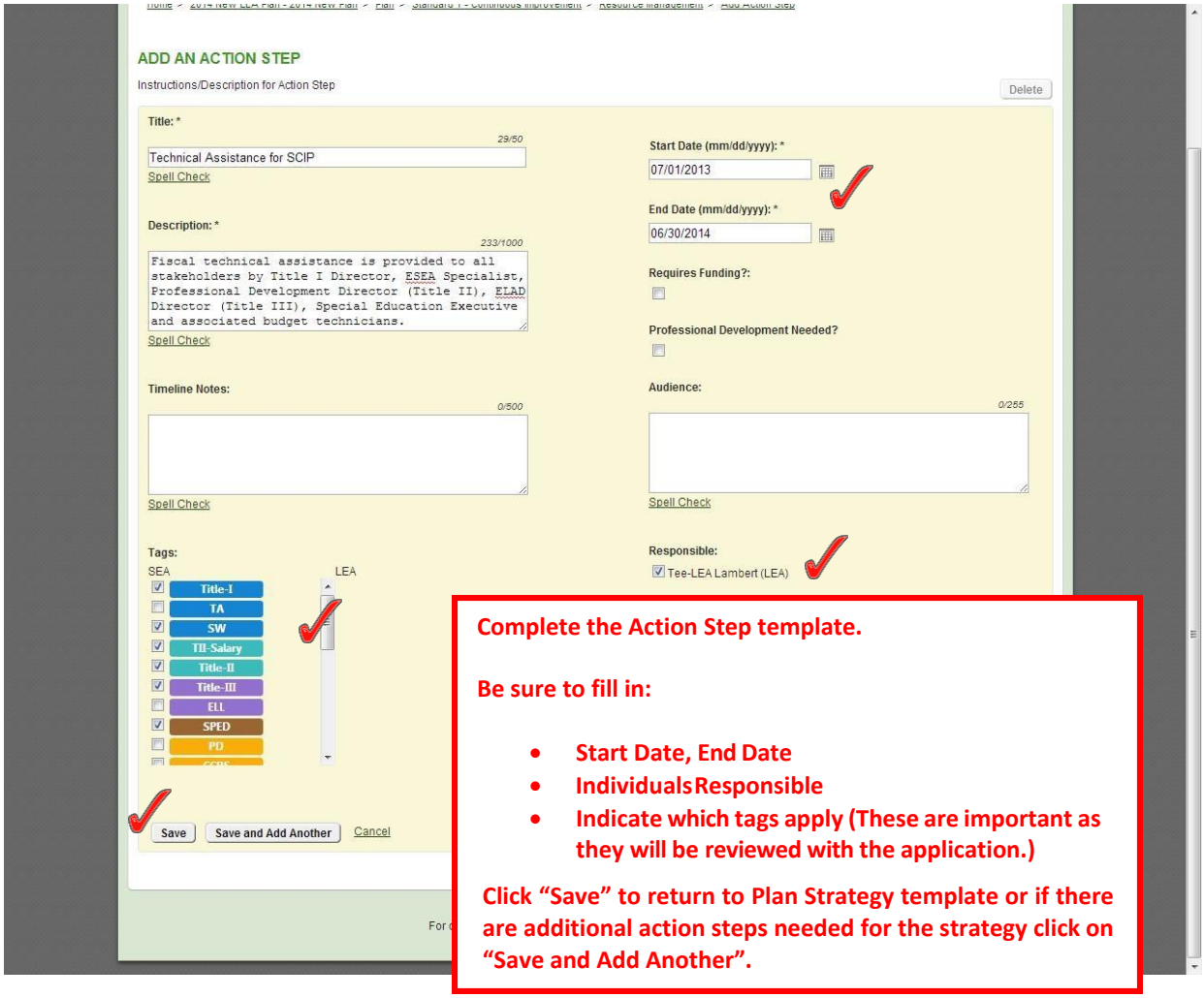


Once you have clicked on the title of the required strategy you will go the "Edit a Plan Strategy" template. Click on "Edit" to enter your strategy. Once done click "Save"If you are creating a new strategy this page will open ready for you to enter your strategy.




Title: *
Resource Management
Local Description
Allocation of fiscal resources at district and/or school level are expended to support student high academic achievement and teacher effectiveness.
Once you have completed the strategy statement it will return to the "Plan Strategy Summary" page.
Scroll Down and click on "+Add Action Step"
Instructions:
Review the LEA Plan Guidance Document found under the Goal Resources and under the ALEAT Help link to ensure that all required components are addressed. Use Title I and/or Title II tags at the action step level.
Original Description: *
Develop strategies and action steps that promote and sustain continuous improvement by allocating resources (e.g., fiscal, human, physical, time), monitoring progress and use of resources, and providing organizational structure to ensure that each school is organized to maximize equitable use of all available fiscal resources in order to support high student and staff performance.

Action Steps (0)
Resources (0)
Add Action Step
Reorder
Save
Cancel
1
Page size: 25
0 to 0 of 0 items
Sort Order
Action Step Name
Description
Status
Due Date
# of Tasks
No action steps found
1
Page size: 25
0 to 0 of 0 items

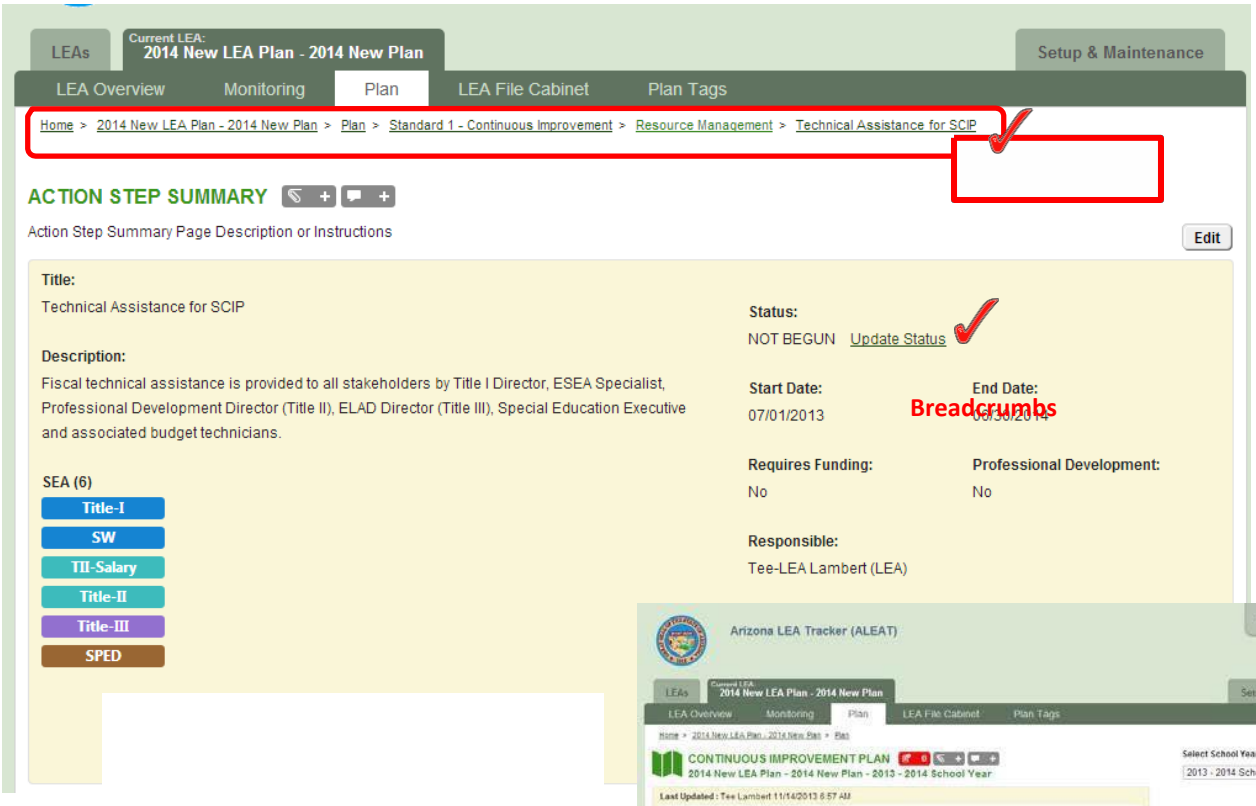


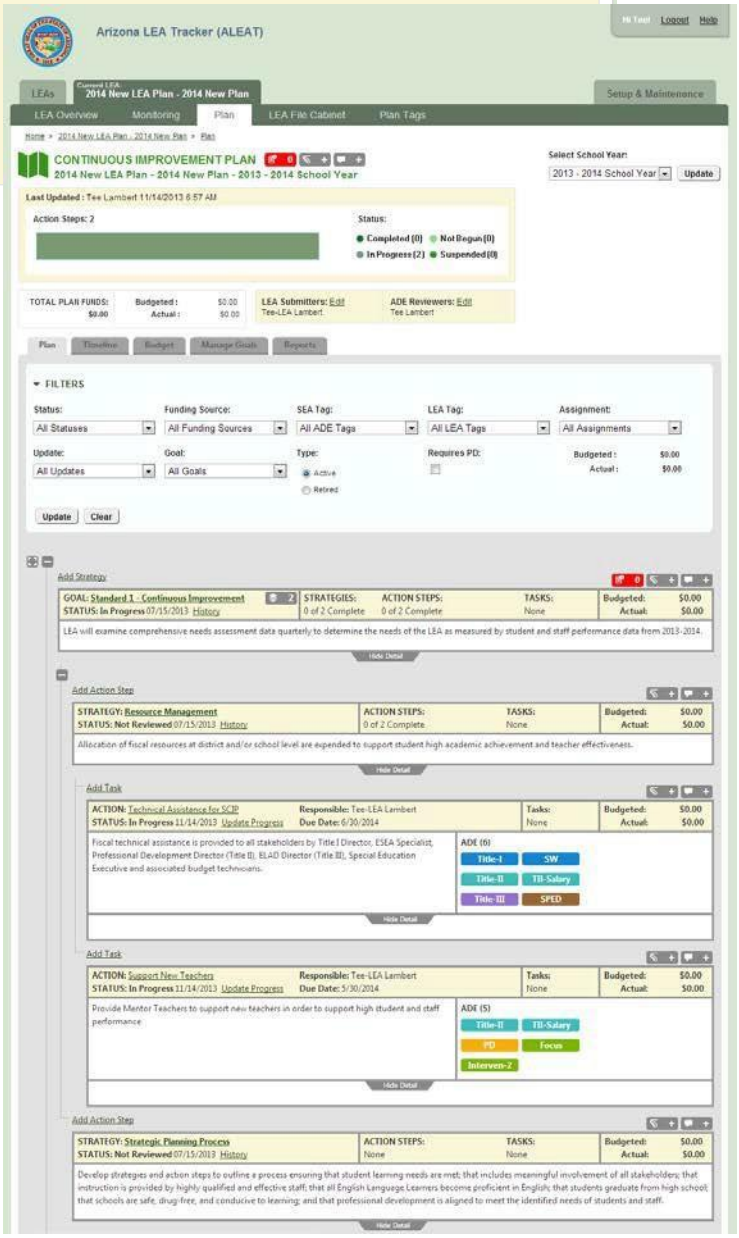
Complete the Action Step template.

Be sure to fill in:

- **Start Date, End Date**
- **Individuals Responsible**
- **Indicate which tags apply (These are important as they will be reviewed with the application.)**

Click "Save" to return to Plan Strategy template or if there are additional action steps needed for the strategy click on "Save and Add Another".





Once you have saved the Action Step you need to change the status to "In Progress" by clicking on the "Update Status" link. Change the drop down box from "Not Begun" to "In Progress" then "Save".

To return to the Goal to add additional Strategies and Action Steps, click on the title of the Goal in the Breadcrumbs.

If you are ready to go back to the Plan Overview, click on the "Plan" link in Breadcrumbs.

Appendix C

Extended Learning Time

"Increased learning time" is a requirement of all Priority schools in accordance with Arizona's ESEA Flexibility Waiver. Additionally, Guidance on Support and Innovation Grants under Section 1003(g) highlights "increased learning time" as a required strategy for both the transformation and turnaround models; (p. 19, 29).

C- 35 a. What is the difference between redesigning the school day, week, or year to include additional time for student learning and teacher collaboration as required by the turnaround principles and providing increased learning time as required by the transformation and turnaround models under SIG?

Redesigning the school day, week, or year does not necessarily require adding time to increase the total number of school hours. Rather, an LEA might, for example, move to block scheduling to reduce transition time between classes and thus increase instructional time (see C-35). Providing increased learning time under SIG, however, requires actually adding time to the school day, week, or year to significantly increase the total number of school hours, although extending learning into before- or after- school hours is permissible under this definition so long as the before- or after-school instructional program is available to all students in the school (see A-32 in the SIG guidance). An LEA that receives SIG funds to implement a transformation or turnaround model in one or more priority schools must continue to meet the requirement regarding providing increased learning time and may not simply redesign its school day to increase instructional time.

Definitions

"Increased learning time" means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional timefor:

a. instruction in core academic subjects including English, reading or language arts, mathematics,science, foreign languages, civics and government, economics, arts, history, and geography;

b. instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations;and

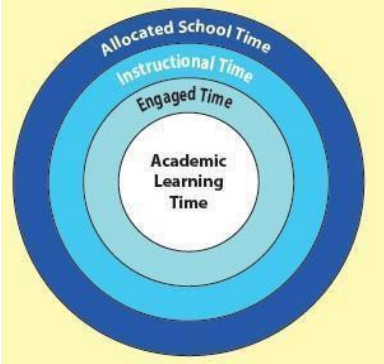
c. Teachers to collaborate, plan, and engage in professional development within and across grades andsubjects.

d. Before, after, and summer school instructional programs can be utilized to fulfill this requirement only if they are available to all students in the school. To implement before, after, and summer options most effectively, LEAs are encouraged the closely integrate and coordinate academic work between in and out of school time.

Best Practices

The first consideration for learning time is the current use of available time (ECO Northwest Chalkboard Project, *Extended Learning Time in K-12 Schools*, 2008). Several researchers have described school time as being comprised of different types of time. The first type, "allocated time," includes the total amount of time that students are scheduled to be in school. Of that time, only a portion is dedicated to "allocated class time" when students are present in their classrooms. Furthermore, of allocated class time, only a portion is devoted to "instructional

time." And finally, only a portion of instructional time results in "academic learning time." Academic learning time is defined as "that precise period when an instructional activity is perfectly aligned with a student's readiness and learning occurs." The diagram below shows the relationship between the types of time in school.



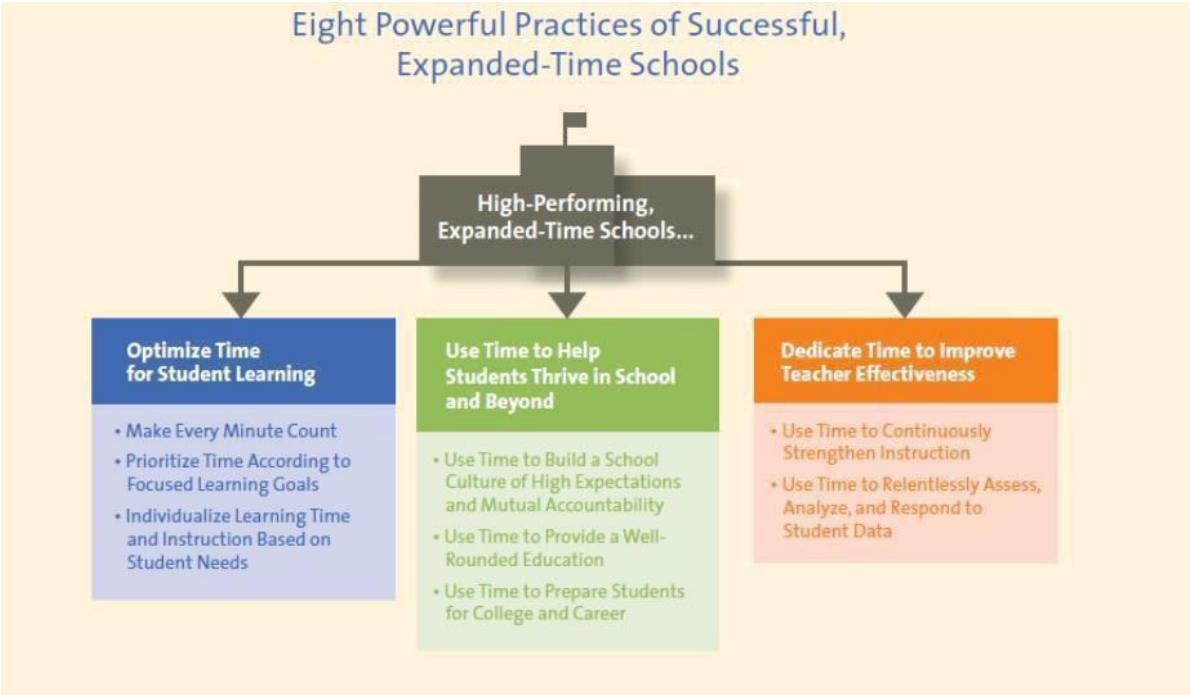
While time in school is necessary for learning, time alone is not sufficient. Additional time must result in academic learning time if it is to be effective. In schools where the existing schedule has been optimized to allow for the maximum amount of academic learning time, additional time is likely to have an impact on student achievement. However, in schools where existing time is not well utilized, adding time to the day or year likely will be ineffective, and a poor use of scarce resources.

For this reason many researchers have recommended that efforts to increase time in school should first be directed at maximizing the amount of academic learning time in the existing school day and year. Strategies such as improving teacher training, improving and aligning the curriculum, reducing distractions, year-round schedules and block scheduling have been shown to help increase the amount of academic learning time.

Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (Frazier & Morrison, 1998; Mass2020.) Although research supports the effectiveness of increasing learning time by a minimum of 300 hours, the final requirements of SIG do not require that an LEA implementing either the turnaround model or the transformation model necessarily provide at least 300 hours of increased learning time.

An LEA has the flexibility to determine precisely how to meet the requirement to establish schedules that provide increased learning time, and should do so with an eye toward the goal of increasing learning time enough to have a meaningful impact on the academic program in which the model is being implemented.

A recent report released by the National Center on Time and Learning summarizes promising practices in use of expanded time entitled *Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools* (Kaplan & Chan, 2011).



Extended Learning Time in Arizona SIG Schools

There are many different approaches to meeting the requirement for increased learning time. Most Arizona SIG Schools are implementing a combination of approaches to provide increased learning time for students and teachers. A list of the approaches from SIG applications and monitoring is provided below.

Extended Learning Time for Students

- Add minutes to the school day
- Add days to the school calendar (maintain instructional minutes per day)
- Restructure the schedule (i.e. decreased lunch period, decreased passing periods, block scheduling)
- Rearrange the schedule to spend additional time in Core subjects (usually focused on reading and math)
- Add intervention time or classes in addition to regular core subject instructional time
- Add academic-focused advisory or support time or classes, revise current advisory or support programs to have an academic focus
- Require seniors to take an additional class
- Require freshman to take a reading class in addition to regular ELA class
- Add options for taking classes (i.e. replace an elective, zero hour, afterschool, Saturday, summer, online)
- Provide tutoring (i.e. AIMS tutoring, academic tutoring)

Extended Learning Time for Teachers

- Provide professional development and support based upon student and teacher data (i.e. benchmarks, AIMS, common assessments, classroom observations, etc.)
- Extend professional development time (i.e. before school, after school, summer, Saturdays)
- Rearrange the schedule to include common planning times for grade levels or departments within the school day
- Set aside time and create structures for professional learning communities

- Set aside time and create structures for curriculum and assessment planning (i.e. grade level and cross curricular)
- Provide ongoing feedback and support from administrators and coaches
- Differentiate professional development (i.e. new teachers, content areas/grade levels)

Appendix D

Assurances

Comprehensive and Targeted Support Schools

LEA ASSURANCES

THIS AGREEMENT made the_____day of_____, 20____, by and between _____hereafter called the LEA and Arizona Department of Education (ADE).

By indicating with a mark on the below items, the LEA or Charter Holder fully and completely assures that it will:

- ☐ Complete and submit the Self-Readiness Assessment, on-site readiness report or local needs assessment. (Upload to ALEAT file cabinet.)
- ☐ Develop a comprehensive LEA and School Continuous Improvement Plan with strategies and action steps tied to the 7/chosen Turnaround Principles. (Use Comprehensive and Targeted Support and Principle # tags in the CIP on ALEAT.)
- ☐ Establish annual SMART goals in the L/SCIP for addressing increased achievement in math and reading for all students.
- ☐ Establish annual SMART goals in the L/SCIP for addressing increased achievement in math and reading for the bottom quartile (the neediest) students.
- ☐ The LEA and school will use the L/CIP as the action plan for meaningful interventions to improve student achievement.
- ☐ Update, delete, retire or add strategies and action steps to the L/SCIP at least quarterly.
- ☐ Ensure that the principal has the necessary operational flexibility to implement Turnaround strategies.
- ☐ Incorporate structures that provide sufficient time for professional learning communities (PLCs) (weekly 60-90 minutes minimum).
- ☐ Implement a balanced assessment strategy, data systems, effective data analysis and data driven instructional practices. Include effective common interim assessments at least three times a year.
- ☐ Complete and submit EDFacts data when requested by ADE.
- ☐ Identify an LEA contact person who will oversee implementation activities, maintain contact with Support and Innovation (SI) staff, and accompany ADE SI staff during site visits at the school upon request.

In addition:

- ☐ If the LEA chooses an educational service provider (external provider), the LEA representative will provide ADE SI a copy of the process for selecting external providers, as requested.
- ☐ An evaluation of educational service provider services will be conducted and sent to ADE, as requested.
- ☐ I understand that at any time during the grant period funds can be discontinued for misuse of funds or lack of evidence of Continuous Improvement Plan implementation on the part of the school and/or LEA/Charter Holder.
- ☐ I understand if the conditions herein are not adhered to or sufficient progress is not being made, a corrective action plan will be written and implemented.

☐ If the LEA does not provide evidence of implementation within six months of the corrective action plan, school improvement grant funds will be discontinued.

LEA/school with a Comprehensive and Targeted Support Grant

We do not have a grant

By indicating with a mark on the below items, the LEA or Charter Holder fully and completely assures that it will:

☐ Ensure that Comprehensive and Targeted Support Grant funds are used only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds as required by Title I, Part A.
☐ Use the Comprehensive and Targeted Support Grant funds to fully and effectively implement all 7 Turnaround Interventions for each Comprehensive Support School and/or Principle 5 (using data to inform instruction) plus other Principles aligned to the reason for identification for each Targeted Support School.
☐ Ensure appropriate fiscal oversight of the use of grant funds by ensuring that purchases are consistent with the terms and conditions of the Comprehensive and Targeted Support Grant funds, state and federal accounting requirements, and that the LEA's accounting system meets the standards required of its financial management system as detailed in 34 CFR § 80.20.
☐ Submit revisions for any fiscal or programmatic change after conferring with the designated Education Program Specialist (EPS)
☐ Ensure appropriate fiscal oversight by ensuring the reimbursement requests are made monthly.
☐ Provide an up to date detailed expense report to the designated EPS quarterly.

Signatures below indicate knowledge and commitment to fulfilling all assurances checked in this document.

Board President
Signature_____Date_____

Superintendent
Signature_____Date_____

SIG Assurances

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_____day of _____, 2016, by and between_____, 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 the selected 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 (reference Public Impact Report http://publicimpact.com/category/school-turnarounds/tools-for-schools-districts-states/).
- ☐ Complete and submit a comprehensive needs assessment.
- ☐ Complete and submit an 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 all students, and the bottom 25%, based on the State's assessments in both ELA/reading and mathematics and high school graduation rates (if applicable) .
- ☐ Provide an 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 (i.e. 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 decisions to continue 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 and action plans to reflect necessary adjustments.
- ☐ Review SCIP, including action plan, quarterly, adding and retiring strategies and action steps as needed.

- ☐ 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 an LEA contact person who will be oversee implementation activities, maintain contact with the SI staff and accompany SI staff upon request at school site visits.
- ☐ Ensure appropriate fiscal oversight over the use of 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.
- ☐ Submit quarterly detailed expense reports to SI Specialist.

Signatures below indicate knowledge and commitment to fulfilling all assurances checked in this document.

Board President
Signature_____Date_____

Superintendent
Signature_____Date_____

Appendix E

7 Turnaround Principles

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:

5. There is a program in place that supports the leadership team in their instructional and management skill development.
6. 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.
7. 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:

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.
10. 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.
11. 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.

• 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.

12. 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.
7. 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.

2. 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.
3. 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.
4. 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).

Appendix F

Example of Student Data Analysis and Trends Reflection

School: Principal:

Grade Level	Benchmark Tool Used for Math	Date Math Benchmark Given	Benchmark Tool Used for Reading	Date Reading Benchmark Given
K	**NWEA**	**April 2016**	**NWEA**	**April 2016**
1	**NWEA**	**April 2016**	**NWEA**	**April 2016**
2	**NWEA**	**April 2016**	**NWEA**	**April 2016**
3	**NWEA**	**April 2016**	**NWEA**	**April 2016**
4	**NWEA**	**April 2016**	**NWEA**	**April 2016**

Observations

What patterns did your team observe in the benchmark data?

- **17%** of students made between 20-29 PTS growth in reading. 26 students (**4%**) made 30 or more points growth in reading.
- **22%** of students made between 20-29 PTS growth in math. 27 students (**4%**) made 30 or more points growth in math.
- **60%** of our K-2 students made 16+ PTS growth in reading and **72%** made 13+ PTS growth in reading
- **73%** of our K-2 students made 16+ PTS growth in math and **84%** made 13+ PTS in Math.

The average growth points in our K-2 small reading intervention groups is **17** PTS. (***goal was 16 PTS***)

- has made significant improvement in the academic growth of our bottom quartile students in both reading and math.
- has made significant improvement in the academic growth of our K-2 students in both reading and math.
- Our data shows a phenomenal improvement in the number of students making 20 or more points growth in reading (**21%**) and math (**26%**).
- Our data shows a dramatic drop in the number of students showing negative growth from fall to spring, to just a handful.
- As we have continued to implement reading intervention programs K-4 we have seen a corresponding improvement in our math scores.
- Nearly every ESS student has shown academic growth this year. Nearly every ELL student has shown academic growth this year.
- We can now identify the minimum RIT scores in reading for our Achieve students.

Hypotheses

What is it about your practices that might explain the results you see?

- 5 weeks of continuous student assessments in the spring for third and fourth grades is not conducive for collecting valid and reliable end of year data.
- Scheduled daily reading and math intervention time at all grades is impactful.
- Wilson reading prevention and intervention programs are impactful.
- KES developed curriculum taught at the proper level of rigor is impactful.
- Collaborative Learning and Planning time for teachers is impactful.
- Setting a school wide RIT score growth goal for all students is impactful.

Next Steps
What actions are needed for you to maintain or improve these results?
• Continue to strengthen our reading intervention programs, especially at the 3rd and 4th grade level. • Continue to set individual NWEA growth goals for every student. • Hold students accountable for demonstrating academic growth through frequent data talks with students and parents, data walls in each pod, and insisting on re-take assessments for students who do not demonstrate adequate effort on assessments. • Implement in every classroom the recently developed KES curriculum taught at the necessary level of rigor. • Identify, higher, and keep high quality instructional staff to fill open positions. • Develop a targeted math intervention program to pair up with our reading intervention programs. • Implement a 6 week summer school program for 2016/17 kinder through 4th grade students with 5 hours of instruction four days per week.

Appendix G

Fiscal Accountability Protocol

Compliance Actions	Possible Reason(s)	Documents Provided	Timeframe	Possible Subsequent Action(s) Taken
Request for Records and/or Response	Fiscal Completion Report shows: Excessive amount of Cash-On-Hand Excessive amount of funds due to Grantee Over-expenditures Cash Management Report shows: Excessive amount of Cash-On-Hand Irregular Payments Revisions shows: Expenditures that are deemed unallowable and/or unreasonable Expenditures made prior to approval of amendment	Grantee will provide requested: Fiscal Records Programmatic Records Other Records as needed Plan and/or corrected expenditures	Grantee has up to four weeks from the initial request to produce all requested documentation	No further action required Continued monitoring Additional records requested Non- Compliance Report- Corrective Action Plan
Non- Compliance Letter/ Report Corrective Action Plan		ADE will provide: Non-compliance letter and report based on request for records and/or response findings Grantee with Corrective Action Plan template to complete Grantee will provide as requested: Requested records Completed Corrective Action	Grantees have up to four weeks from the initial request to submit Corrective Action Plan	Non- Compliance findings resolved Non- Compliance findings unresolved May result in: Programmatic Hold Suspension of funds Termination of funds

Non- Compliance Letter/ Report Programmatic Hold	Failure to submit records as requested Failure to comply with Corrective Action Plan Expenditures that are deemed unallowable and/or unreasonable	ADE will provide as needed: 2nd Request for Records letter and/ or Non-compliance letter and report based on request for records and/or response findings Grantee will provide as requested: Requested records Completed Corrective Action Plan and/or corrected expenditures	Grantees have up to two weeks from the 2nd request to submit Corrective Action Plan	Non- Compliance findings resolved Non- Compliance findings unresolved May result in: Suspension of funds Termination of funds
Suspension/ Termination of funds, Enforcement and Right to a Hearing	Failed to submit an acceptable cause for not complying with award requirements	ADE will send grantee a Notice of Enforcement and Right to a Hearing	Grantees 30 days to request a hearing	Termination of funds

Appendix H

Project ELEVATE

Project ELEVATE is a two year education Leadership development program designed to train and empower district leaders and principals to focus on improving teaching and learning resulting in significant gains in student achievement. The program includes a focus on building systemic capacity in the areas of data-driven instruction, effective use of observation and feedback, student and staff culture of learning and effective talent management.

Cohort 1 is entering year 2.

Cohort 2 applications will be available in August and will begin in January. Contact Scott Maxwell for more information (602-364-1980).

Appendix I

University of Virginia-Partnership for Leaders in Education-School Turnaround Specialist Program (UVA PLE)

The UVA School Turnaround Program is the only program in the country dedicated to establishing the school system conditions that set the stage for change and to building transformative leadership capacity to achieve that change. The University of Virginia School Turnaround Program (UVA-STP) is founded on the core belief that a powerful educational system that inspires teachers and students to achieve their full potential is possible. Our goal is to empower system-level and school-level leaders to jointly achieve dramatic improvement in a set of persistently underperforming schools. The lessons learned and successes achieved inform strategies for expanding and sustaining success across the school system. The IVA PLE program is rigorous because we never lose sight of the real impact leadership can have on the lives of students. The UVA partnership enables school systems to rethink, reignite, redesign and ultimately transform their organizations. In order to achieve quick, dramatic, and sustainable gains in student achievement in our states lowest performing schools and schools with the largest achievement gaps, ADE is committed to learning alongside of the participating schools and as well as providing implementation support. After three years, schools will be equipped with the necessary knowledge and skills to positively affect student learning and increase student achievement.

Date	Action
Mid-August 2016	Application and material released by ADE; application is to learn about potential interest in a partnership, providing foundation for discussing next steps and tailoring services.
August - September 2016	Rolling applications considered; telephone assistance from ADE or PLE in supporting districts with application.
Early September 2016	Overview meeting/conference call with potential applicants. Opportunity to learn more about the UVA Partnership for Leaders in Education. Based on the information in this meeting, districts may or may not pursue this opportunity this year.
September 23, 2016	Final applications due to ADE.
Early October 2016	ADE and PLE determine strong candidates for readiness assessments and communicate back to all applicant districts; PLE then conducts conversation with superintendent to determine whether to move forward with readiness assessment.
Late October through early December	Conduct readiness assessments
January	Following readiness assessments, PLE issues a report and district, PLE and state decide whether to move forward and in cases where we are moving forward craft and agree on implementation plan for moving forward.

Through January	Planning year work begins, depending on when readiness assessment is completed.

For more information, contact Devon Isherwood (602-364-0379) or Scott Maxwell (602-364-1980)

Appendix J

Quality Schools Program

ADE is committed to both districts and charters. The Arizona Charter Schools Association offers a tailored support through the Quality Schools Program. The Quality Schools Program is an initiative of the Center for Student Achievement. The Quality Schools Program is a three year program that includes a series of job- embedded professional development and intensive on-site coaching for teachers and school leaders.

Through data-driven instruction and Professional Learning Communities, schools will create, implement, and sustain a systematic approach to curriculum, instruction, assessment, and professional development. After three years, schools will be equipped with the necessary knowledge and skills to positively affect student learning and increase student achievement.

The Quality Schools Program takes a three-pronged approach to improve student achievement in schools around Arizona. All components of the program are grounded in the research and best practices of effective schools, transformative leaders, and master teachers.

Additionally, the Center offers leadership development for emerging and veteran leaders. Participants focus on how to implement effective and practical leadership strategies to improve school culture and outcomes.

Support and Innovation Contacts

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