LEA Reflective Summary of Implementation

School Improvement Grant 1003(g)

2011-2012

**Arizona Department of Education**

**School Improvement and Intervention**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **LEA/Charter Holder Contact Information** | | | | | | | |
| **LEA/Charter Holder Name:** | | **NCES ID#** | | **CTDS#** | | | **Entity ID#** |
| **Mailing Address:** | | | **Phone:** | | | **Fax:** | |
| **LEA Contact & Position:** | | **Email:** | | | | | |
| **Superintendent:** | | **Email:** | | | | | |
| **Federal Programs Director:** | | **Email:** | | | | | |
| **LEA/School Leadership Team** | | | | | | | |
| **Team Member** | **Position** | | | | **Email** | | |
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| **School Contact Information** | | | | | | | | | |
| **School Name:** | | | **NCES ID#** | | | **CTDS#** | | | **Entity ID #** |
| **Mailing Address:** | | | | | **Phone:** | | | **Fax:** | |
| **Principal:** | | | **Email:** | | | | | | |
| **Cohort** | | | | | | | | | |
| **2009 PLA** | | | | **2010 PLA** | | | | | |
| **Chosen Intervention Model:** | | | | | | | | | |
| **Report Dates** | | | | | | | | | |
| **Quarter 1:** | **Quarter 2:** | **Quarter 3:** | | | | | **End of Year:** | | |

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| --- | --- | --- | --- | --- | --- |
| **School Profile** | **Identified**  **Year:** | **Baseline**  **Year:** | **Yr 1:** | **Yr 2:** | **Yr 3:** |
| Grades Served |  |  |  |  |  |
| Number of Students Enrolled |  |  |  |  |  |
| Total Number of Teachers |  |  |  |  |  |
| Number of Certificated Teachers/HQ Teachers | Collect this information from HQ  Do we need it? |  |  |  |  |

**School Name:**

**Progress Monitoring Data by Quarter**

Student Data – Leading Indicators

Assessment Tool Used for Benchmarks: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  | *Q1* | *Q2* | *Q3* | *EY* |
| --- | --- | --- | --- | --- |
| Reading AIMS  From \_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_ | Baseline benchmark results \_\_\_\_% |  |  |  |
| Q1 Benchmark target \_\_\_\_\_% | Q2 Benchmark target \_\_\_\_\_% | Q3 Benchmark target \_\_\_\_\_% | Q4 Benchmark target \_\_\_\_\_% |
| Benchmark results \_\_\_\_%. | Benchmark results \_\_\_\_%. | Benchmark results \_\_\_\_%. | Benchmark results \_\_\_\_%. |
|  | Fall AIMS Results \_\_\_\_\_% |  | Spring AIMS results \_\_\_\_%. |
| Mathematics AIMS  From \_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_ | Baseline benchmark results \_\_\_\_% |  |  |  |
| Q1 Benchmark target \_\_\_\_\_% | Q2 Benchmark target \_\_\_\_\_% | Q3 Benchmark target \_\_\_\_\_% | Q4 Benchmark target \_\_\_\_\_% |
| Benchmark results \_\_\_\_%. | Benchmark results \_\_\_\_%. | Benchmark results \_\_\_\_%. | Benchmark results \_\_\_\_%. |
|  | Fall AIMS Results \_\_\_\_\_% |  | Spring AIMS results \_\_\_\_%. |
| Graduation Rate  From \_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_ | Number \_\_\_\_ and Percent\_\_\_\_% of students have dropped out this quarter? | Number \_\_\_\_ and Percent\_\_\_\_% of students have dropped out this quarter? | Number \_\_\_\_ and Percent\_\_\_\_% of students have dropped out this quarter? | Number \_\_\_\_ and Percent\_\_\_\_% of students have dropped out this quarter? |
| Number \_\_\_\_ and Percent\_\_\_\_% of students above 70% in core subjects? | Number \_\_\_\_ and Percent\_\_\_\_% of students above 70% in core subjects? | Number \_\_\_\_ and Percent\_\_\_\_% of students above 70% in core subjects? | Number \_\_\_\_ and Percent\_\_\_\_% of students above 70% in core subjects? |
|  |  |  | Graduation Rate  \_\_\_\_\_%  Dropout Rate \_\_\_% |
| Other Leading Indicators | Number \_\_\_\_ and Percent\_\_\_\_% are enrolled in advanced coursework? | Number \_\_\_\_ and Percent\_\_\_\_% are enrolled in advanced coursework? | Number \_\_\_\_ and Percent\_\_\_\_% are enrolled in advanced coursework? | Number \_\_\_\_ and Percent\_\_\_\_% are enrolled in advanced coursework? |
| Number of disciplinary incidences \_\_\_\_\_\_ | Number of disciplinary incidences \_\_\_\_\_\_ | Number of disciplinary incidences \_\_\_\_\_\_ | Number of disciplinary incidences \_\_\_\_\_\_ |
| Student truant days for the quarter \_\_\_\_\_ | Student truant days for the quarter \_\_\_\_\_ | Student truant days for the quarter \_\_\_\_\_ | Student truant days for the quarter \_\_\_\_\_ |
| Number \_\_\_\_ and Percent\_\_\_\_% of students missing more than 15% of school days this quarter? | Number \_\_\_\_ and Percent\_\_\_\_% of students missing more than 15% of school days this quarter? | Number \_\_\_\_ and Percent\_\_\_\_% of students missing more than 15% of school days this quarter? | Number \_\_\_\_ and Percent\_\_\_\_% of students missing more than 15% of school days this quarter? |
| Attendance Rate \_\_\_\_% | Attendance Rate \_\_\_\_% | Attendance Rate \_\_\_\_% | Attendance Rate \_\_\_\_% |

**Teacher Data – Leading Indicators**

|  | Q1 | Q2 | Q3 | EY |
| --- | --- | --- | --- | --- |
| Distribution of Teacher by Performance Level on LEA Teacher Evaluation System  L1 =  L2 =  L3 =  L4 =  L5 =  L6 = | L1  L2  L3  L4  L5  L6 | L1  L2  L3  L4  L5  L6 | L1  L2  L3  L4  L5  L6 | L1  L2  L3  L4  L5  L6 |
| Teacher Attendance | Attendance Rate \_\_\_\_% | Attendance Rate \_\_\_\_% | Attendance Rate \_\_\_\_% | Attendance Rate \_\_\_\_% |

**Classroom Observation Data**

Describe measureable instructional practices & trends based on LEAs observation instrument.

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| Quarter 1: |
| Quarter 2: |
| Quarter 3: |

**Data Analysis and Trends**

**Observations:** What patterns did your team observe in the progress monitoring data? Highlight areas where progress has been made.

|  |
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| Quarter 1: |
| Quarter 2: |
| Quarter 3: |

**Hypotheses:** What is it about our practices that might explain the results we see?

|  |
| --- |
| Quarter 1: |
| Quarter 2: |
| Quarter 3: |

**Next Steps**

What actions are needed to maintain or improve these results? Highlight those areas that will need continued focus.

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| Quarter 1: |
| Quarter 2: |
| Quarter 3: |

**External Providers:**

What services, if any, were contracted externally? How effective was the service provided?

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| Quarter 1: |
| Quarter 2: |
| Quarter 3: |

**End of Year Summary/Reapplication**

**ED Facts Yearly Data (School Level) School Name:**

| **Leading**  **Indicators** | **Identified**  **Year:** | **Baseline**  **Year:** | **End of Yr 1:** | **End of Yr 2:** | **End of Yr 3:** |
| --- | --- | --- | --- | --- | --- |
| 1. Number of instructional minutes within school year |  |  |  |  |  |
| 1. Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup. Show “all students” group here and attach spreadsheet to show subgroups. | R:  M: | R:  M: | R:  M: | R:  M: | R:  M: |
| 1. Dropout rate |  |  |  |  |  |
| 1. Student attendance rate |  |  |  |  |  |
| 1. Disciplinary incidents |  |  |  |  |  |
| 1. Truancy |  |  |  |  |  |
| 1. Number/Percent of Students taking AP/Dual-Enrollment Courses | N:  %: | N:  %: | N:  %: | N:  %: | N:  %: |
| 1. Teacher attendance rate |  |  |  |  |  |
| 1. Distribution of teachers by performance levels   L1  L2  L3  L4  L5  L6 | L1  L2  L3  L4  L5  L6 | L1  L2  L3  L4  L5  L6 | L1  L2  L3  L4  L5  L6 | L1  L2  L3  L4  L5  L6 | L1  L2  L3  L4  L5  L6 |

**ED Facts Yearly Data (School Level)**

**School Name:**

| **Lagging**  **Indicators** | **Identified**  **Year:** | **Baseline**  **Year:** | **Yr 1:** | **Yr 2:** | **Yr 3:** |
| --- | --- | --- | --- | --- | --- |
| 1. AYP Status |  |  |  |  |  |
| 1. Which AYP targets the school met and missed (how many met and missed?). Attach list of AYP targets missed in most recently available year. | Met:  Missed: | Met:  Missed: | Met:  Missed: | Met:  Missed: | Met:  Missed: |
| 1. School Improvement Status (Improvement Year 1, Improvement Year 2, Corrective Action, Restructuring Planning, or Restructuring.) |  |  |  |  |  |
| 1. Percentage of students at or above each proficiency level on state assessments in reading/language arts and mathematics by grade and by student subgroup. Show “all students” group here. Attach spreadsheet to show subgroups. | R-A  R-M  R-E  M-A  M-M  M-E | R-A  R-M  R-E  M-A  M-M  M-E | R-A  R-M  R-E  M-A  M-M  M-E | R-A  R-M  R-E  M-A  M-M  M-E | R-A  R-M  R-E  M-A  M-M  M-E |
| 1. Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup. Show “all students” group here. Attach form to show subgroups. | R:  M: | R:  M: | R:  M: | R:  M: | R:  M: |
| 1. Percentage of limited English proficient students who attain English language proficiency. |  |  |  |  |  |
| 1. Graduation rate |  |  |  |  |  |
| 1. College enrollment rates |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student participation rates on AIMS in Reading/LA & Math, by student subgroup** | **Identified:** | | **Baseline:** | | **Yr 1:** | | **Yr 2:** | | **Yr 3:** | |
| **Reading** | **Math** | **Reading** | **Math** | **Reading** | **Math** | **Reading** | **Math** | **Reading** | **Math** |
| Low SES |  |  |  |  |  |  |  |  |  |  |
| ELL |  |  |  |  |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |  |  |
| Indian |  |  |  |  |  |  |  |  |  |  |
| SPED |  |  |  |  |  |  |  |  |  |  |

Average scale scores on AIMS in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup. *(All boxes will expand as you type.)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Average Scale Scores AIMS Test Results by Quartile** | | | | | | | | |
|  | **Prior Year \_\_\_\_\_\_\_\_\_\_\_** | | | | **Current Year \_\_\_\_\_\_\_\_\_\_\_\_\_** | | | |
|  | Falls Far Below | Approaches | Meets | Exceeds | Falls Far Below | Approaches | Meets | Exceeds |
| 3rd Grade Low SES  ELL  Hispanic  White  Indian  SPED |  |  |  |  |  |  |  |  |
| 4th Grade  Low SES  ELL  Hispanic  White  Indian  SPED |  |  |  |  |  |  |  |  |
| 5th Grade  Low SES  ELL  Hispanic  White  Indian  SPED |  |  |  |  |  |  |  |  |
| 6th Grade  Low SES  ELL  Hispanic  White  Indian  SPED |  |  |  |  |  |  |  |  |
| 7th Grade  Low SES  ELL  Hispanic  White  Indian  SPED |  |  |  |  |  |  |  |  |
| 8th Grade  Low SES  ELL  Hispanic  White  Indian  SPED |  |  |  |  |  |  |  |  |
| 10th Grade  Low SES  ELL  Hispanic  White  Indian  SPED |  |  |  |  |  |  |  |  |

Percentage of students at or above each proficiency level on AIMS in reading/language arts and mathematics, by grade and by student subgroup *(All boxes will expand as you type.)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AIMS Test Results** | | | | | | | | |
|  | **Prior Year \_\_\_\_\_\_\_\_\_\_\_\_** | | **Current Year \_\_\_\_\_\_\_\_\_\_** | | **Prior Year \_\_\_\_\_\_\_\_\_\_\_\_** | | **Current Year \_\_\_\_\_\_\_\_\_\_** | |
|  | # of students passed reading | % of students passed reading | # of students passed reading | % of students passed reading | # of students passed math | % of students passed math | # of students passed math | % of students passed math |
| 3rd Grade Low SES  ELL  Hispanic  White  Indian  SPED |  |  |  |  |  |  |  |  |
| 4th Grade  Low SES  ELL  Hispanic  White  Indian  SPED |  |  |  |  |  |  |  |  |
| 5th Grade  Low SES  ELL  Hispanic  White  Indian  SPED |  |  |  |  |  |  |  |  |
| 6th Grade  Low SES  ELL  Hispanic  White  Indian  SPED |  |  |  |  |  |  |  |  |
| 7th Grade  Low SES  ELL  Hispanic  White  Indian  SPED |  |  |  |  |  |  |  |  |
| 8th Grade  Low SES  ELL  Hispanic  White  Indian  SPED |  |  |  |  |  |  |  |  |
| 10th Grade  Low SES  ELL  Hispanic  White  Indian  SPED |  |  |  |  |  |  |  |  |
| 11th Grade  Low SES  ELL  Hispanic  White  Indian  SPED |  |  |  |  |  |  |  |  |
| 12th Grade  Low SES  ELL  Hispanic  White  Indian  SPED |  |  |  |  |  |  |  |  |

**LEA Analysis of School’s Progress and Continued Needs**

Observations: Provide a summary of the data for each school (including student, teacher, and other applicable data). Highlight areas in which progress has been made, as well as those areas that need continued focus:

Hypotheses: What is it about our practices that might explain the results we see?

Successes and Challenges: Describe the successes and challenges you have had regarding implementation of the model (address all strategies and adjustments you have made to meet challenges).

Next Steps: What will you do in the next year to continue the improvement process? List action steps the LEA will implement next year for each of the required strategies (10 for turnaround and 12 for transformation).

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| **Strategy** | **Action Steps** | **Monitoring and Evaluation** |
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External Providers: What services, if any, were contracted externally? How effective was the service provided?

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| D. BUDGET |

BUDGET

1. Provide general narrative on use of funds during the 20010-2011 school year based on budget (and any amendments) submitted for the 2010-11 school year.

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1. Complete the “2011 Year-to-Date Summary Line Item Expenditures Report” as of June 30, 2011
2. Using the Budget Excel spreadsheet completed during the original application process, provide a budget that indicates the amount of school improvement funds the LEA/charter holder will need for plan implementation for Year 2 (2011-2012 SY) by modifying the narrative provided for Year 1 (The Criteria Funding Matrix provided in Year 1 can be used as a guide, but does not need to be completed)

* Implement all components of the selected model in each Tier I and Tier II school it commits to serve;
* Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
* Support school improvement activities, at the school or LEA/charter holder level, for each school identified in the LEA’s application.

An LEA’s budget must cover the period of availability (2 remaining years), including any extension granted through a waiver, and be of sufficient size and scope to continue implementation of the selected school intervention model in each Tier I and Tier II school the LEA being served.

**\*\*Attach LEA/charter holder Summary Line Item Expenditures Report and Year 2 budget as appendices.**

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| E. SUSTAINABILITY |

**Describe the plan for sustaining these efforts after the funding period ends. Address the following in the plan: funding sources, hiring practices, professional development, changes in policies and practices.**

1. Complete the chart below to show how, over the next four years, the LEA/charter holder will be able to continue or increase its own funding to support the positions/programs generated by the School Improvement Grant (SIG) beyond its duration. Possible funding sources to consider may include: M&O, Title I, II III, IDEA, 21st CCLC, etc. Also, designate in the chart if the program or position is not expected to continue beyond the grant.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Personnel/Program** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
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1. Describe the rationale for eliminating/maintaining original SIG funded personnel/program identified in the above chart.
2. Describe how the LEA will integrate new staff into the established transformation or turnaround model at the school.
3. Describe how the LEA will ensure that the transfer of knowledge (programmatic, vision, culture, intent, etc.), policies and procedures will survive any change in leadership and or staffing positions.

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| F. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant. |

By indicating with a mark on the below items, the \_\_\_\_\_\_LEA or charter holder name\_\_\_\_\_\_\_ fully and completely assures that it will:

Use its School Improvement Grant to continue implementation of intervention model in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

Establish annual goals for student achievement on the State’s assessments in both reading and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.

Report to the SEA the school-level data required under section III of the final requirements

Have in place a process for hiring effective/proven turnaround staff

Have in place a viable and aligned curriculum including materials and assessments

Established process for teacher evaluation including performance pay and retention/recruitment policies and practices

***STEP 2: COMPLETE PLANNING TEMPLATE ON ALEAT***

**The LEA/charter holder must include a timeline delineating the steps it will take during the 2010-2011 school year to implement the selected intervention in each Tier I and Tier II schools identified in the LEA’s application**.

**To be completed in ALEAT Plan**

***STEP 3: COMPLETE BUDGET ON GRANTS MANAGEMENT***

**The LEA/charter holder must complete the budget information on ADE’s Grant Management System.**

**LEA/Charter Holder Non-Negotiable Documentation**

**Uploaded in ALEAT**

|  |  |  |  |
| --- | --- | --- | --- |
| **Required Document** | **Naming Document in ALEAT** | **Submission Deadline** | **Date Submitted** |
| SIG Funded Job Descriptions | (school)\_SIG Funded Job Description \_ (position\_title)\_AY(academic year) | August |  |
| Principal Resume | (school)\_Principal Resume\_(name) | August |  |
| Hiring Rubric for Turnaround Leadership (Director, Principal, Coaches) | Hiring Rubric Turnaround Leadership\_AY(academic year) | August |  |
| Hiring Process and Protocols for Turnaround Leadership (Director, Principal, Coaches)- Including Timelines & Stakeholders | Hiring Process and Protocol Turnaround Leadership\_AY(academic year) | August |  |
| Hiring Rubric for Turnaround Teachers | Hiring Rubric for Turnaround Teachers\_AY(academic year) | August |  |
| Hiring Process and Protocols for Turnaround Teachers- Including Timelines & Stakeholders | Hiring Process and Protocol Turnaround Teachers\_AY(academic year) | August |  |
| List Of Current Staff And Positions | (school)\_Staff List\_AY(academic year) | August |  |
| Principal Evaluation Tool And Protocol | Principal Evaluation Tool and Protocol\_AY(academic year) | August |  |
| Coach Evaluation Tool And Protocol | Coach Evaluation Tool and Protocol\_AY(academic year) | August |  |
| Lea- End of Year Principal Evaluation Report | (school)\_Principal Evaluation Report\_(name)\_AY(academic year) |  |  |
| LEA- End of Year Instructional Coach Evaluation Report | (school)\_Instructional Coach Evaluation Report\_(name)\_AY(academic year) |  |  |
| Teacher Evaluation Tool and Protocol/Process | Teacher Evaluation Tool and Protocol\_AY(academic year) | August |  |
| Incentive Results | (school)\_Incentive results\_AY(academic year) | July |  |
| Incentive Rubric | Incentive rubric\_AY(academic year) | September |  |
| Teacher Recruitment/Retention Plan | Teacher Recruitment and Retention Plan\_AY(academic year) | August |  |
| LEA PD Calendar | LEA\_PD Calendar\_AY(academic year) | August |  |
| School PD Calendar Including Plcs, Department Meetings, Grade-Level, Planning Time, Etc. | (school)\_PD calendar\_AY(academic year) | August |  |
| PD Plan Includes an Individual Teacher Component | (school)\_Tiered suport\_job embedded PD plan\_AY(academic year) | August |  |
| Leas Summary of Classroom Observations | (school)\_summary of classroom observations\_trend data collected\_AY(academic year) | July |  |
| School or District Calendar | School Calendar | August |  |
| School Schedule Including Bell Times | School Schedule | August |  |
| Lea Organizational Chart | LEA Organizational Chart | August |  |
| Quarterly Data Summaries (Formative, Summative, Diagnostic, Screeners, Benchmark, and/or Progress Monitoring) | (school)\_Data summary Quarter (1, 2, 3, 4)\_AY(academic year) | *to be submitted at the end of each quarter* |  |
| Curriculum Audit Summary (Pacing Guides, Scope and Sequence, Lesson Plan Format, Audit Schedule, Etc.) |  |  |  |
| Current School Schedule/Previous Schedule |  |  |  |
| Parent Involvement/Engagement Plan |  |  |  |
| LEA and/or School Pre-Post Stakeholder Surveys | (school)\_(staff/students/parents)\_Survey\_AY(academic year) |  |  |
| Behavior, RTI Plan/Tier I, II and III Support for Students | (school)\_Behaviour\_RtI plan\_AY(academic year) | September |  |
| Academic, RTI Plan/Tier I, II and III Support for Students | (school)\_Academic\_ RtI plan\_AY(academic year) | September |  |
| SIG Budget |  |  |  |
| Copy of Board Policy Regarding Teacher Improvement Timeline and Termination | LEA\_Policy\_Termination of Teachers\_AY(acadeic year) | August |  |