



**2004-2005**  
**ARIZONA SCHOOL IMPROVEMENT PLAN**  
**INSTRUCTION MANUAL**

The deadline for receipt by the  
Arizona Department of Education is

**January 15, 2005**

for schools whose Underperforming designation was  
made public on October 15, 2004

and

**February 3, 2005**

for alternative and extremely small schools whose Underperforming designation was  
made public on November 3, 2004

**SUBMIT ASIP SECTIONS A, B, AND IF REQUIRED, C, AS EMAIL ATTACHMENTS TO:**

**[ASIP@ade.az.gov](mailto:ASIP@ade.az.gov)**

If unable to submit electronically, please contact School Effectiveness Division at  
602-364-2266 prior to the deadline to make alternate arrangements.

# ARIZONA SCHOOL IMPROVEMENT PLAN

## INSTRUCTION MANUAL

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\*Schools designated *Underperforming* for the first time are required to complete and submit to the ADE Sections A and B. First-time Underperforming schools that are also in Year 1 or Year 2 of Title I School Improvement are required to complete and submit Sections A, B *and* C.

# ARIZONA SCHOOL IMPROVEMENT PLAN INSTRUCTION MANUAL

## BACKGROUND

The accountability provisions of the *No Child Left Behind Act of 2001* and *Arizona LEARNS* (ARS § 15-241, as amended in 2003) have important implications for schools across the state. Using an achievement profile formula, the Arizona Department of Education (ADE) shall annually classify each public school as **Excelling**, **Highly Performing**, **Performing**, or **Underperforming**. Beginning in the 2004-2005 school year, any school that is *Underperforming* for a third consecutive year shall, pending a site review, be classified as **Failing to Meet Academic Standards**. For additional information, visit the AZ LEARNS website, <http://www.ade.az.gov/azlearns/>.

In order to comply with the law and be eligible to receive Classroom Site Fund monies that have been made available for school improvement efforts, the governing board of each school designated *Underperforming* for the first time must submit to the Superintendent of Public Instruction an Arizona School Improvement Plan (ASIP). While schools identified as *Underperforming* in 2003 may wish to update their existing ASIP, they need not submit the revisions to the ADE.

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*A school designated as Underperforming that has not  
submitted an improvement plan is not eligible to receive  
monies from the classroom site fund established by  
ARS § 15-977 for every day that a plan has not been  
received by the Superintendent of Public Instruction plus  
an additional ninety days.*

The ASIP is not merely a report to ADE; it is a dynamic and flexible guide to increasing student performance over a two-year period. Even after the original plan has been submitted to ADE, the school should monitor achievement data as it becomes available and make adjustments to the plan as needed. It is designed to **target the specific concepts of the content standards most in need of improvement**, and requires quarterly assessments of those targeted areas. It is imperative that schools use data generated by these assessments to evaluate and revise interventions accordingly.

## **SEQUENCE OF EVENTS FOR UNDERPERFORMING SCHOOLS**

If a school is designated *Underperforming*, the following shall occur:

- Within thirty days of receiving notice of the designation, the governing board of non-charter schools shall notify each resident in the attendance area of the school's designation. Charter schools shall likewise notify parents of the students attending the school. The notice shall explain the improvement plan process and provide information regarding the public meeting at which the improvement plan will be presented.
- Within ninety days of receiving notice of the designation, the governing board shall develop an ASIP, submit a copy of it to the Superintendent of Public Instruction, and supervise its implementation.
- Schools identified as *Underperforming* in 2003 may wish to update their existing ASIP, but do not submit the revisions to the ADE.
- The governing board of non-charter schools shall hold a public meeting in each school designated *Underperforming* and shall present the respective ASIP that has been developed for each school within thirty days of submitting that plan to the Superintendent of Public Instruction.
- For charter schools, the charter holder shall submit the ASIP to the Superintendent of Public Instruction and present it to the charter sponsor at a public meeting within ninety days of receiving the designation.
- The Superintendent of Public Instruction, based on need, shall assign a Solutions Team to the *Underperforming* school.

## **COMPLETING SECTION A**

**The purpose of this section is to compile essential data about the school, the students it serves, and their academic achievement.**

### **COVER**

- The CTDS number (County Code, Type Code, District Code, and Site) is assigned by the state and can be obtained from the ADE web site's school search at <http://www.ade.az.gov/edd/>.

- The Improvement Plan Contact Person at the school is the individual who will handle questions, concerns, requests for clarification, etc. This person should be the one who is the most knowledgeable about the plan and its implementation at the school.
- The governing board shall present the ASIP at a public meeting in each Underperforming school, and the date of this meeting is required, as well as the date on which the ASIP was sent to the Superintendent of Public Instruction.
- The plan beginning date refers to when implementation is to begin, and the ending date shall be two years later.

**P. 1: SCHOOL IMPROVEMENT TEAM MEMBERS**

- The intent is to assemble the broadest representation possible. The team should be large enough to promote rich and deep analytical thinking and brainstorming, yet small enough to encourage dialogue.
- For more information about forming a School Improvement Team, see the *Arizona School Improvement Guide* at <http://www.ade.az.gov/asd/title1/accountabilitygrants/ArizonaSchoolImprovementGuide.pdf>

**P. 2: STAFFING INFORMATION**

- The intent is to identify any significant changes in staffing that may be impacting student achievement. Fill in the numbers and percentages for the three years requested.

**P. 3: DEMOGRAPHIC DATA**

- The intent is to identify any significant changes in the student population served by the school. Fill in the numbers and percentages for the three years requested.
- Not all data for the current year will be available at the time the ASIP is developed.

**P. 4-6: ACHIEVEMENT DATA**

- The intent is to identify any significant trends in academic achievement.
- **NOTE:** Because the Arizona School Report Card now includes achievement data disaggregated by race/ethnicity and special populations, the quantity of data required to be reported in Section A has been substantially reduced. **Targeted goals should be based upon all available achievement data, regardless of whether it was required in this section.**

- P. 6-8: Using AIMS data disaggregated by concept, fill in the average points obtained over the total points possible for each concept listed. In the right-hand column, enter the total percent of students meeting *and* exceeding the standard. Example:

	Number Sense 1M	Data Analysis/ Probability 2M	Patterns, Algebra, & Functions 3M	Geometry 4M	Measurement/ Discrete Math 5M	Mathematic Structure/ Logic 6M	Total Math % Meets and Exceeds
Grade 5	7.2/11	4.6/9	6.5/8	3.4/9	3.0/7	2.3/6	11.3

## COMPLETING SECTION B

This section contains the template for developing a two-year improvement plan that targets specific concepts of the Arizona Academic Standards, as indicated by a thorough analysis of all achievement data, including that found in the Arizona School Report Card, AIMS reports, and in Section A of this plan.

### **P. 1: DISTRICT/LEA COMMITMENT TO PROVIDE SUPPORT**

- NOTE: Not applicable if school and LEA are same entity.
- Please have appropriate district-level personnel state specifically what measures the district/LEA will take to support the school site in implementing this ASIP and sustaining increased academic achievement for all its students. The statement requires the signature of the superintendent.

### **P. 2: EVALUATION OF THE ARIZONA SCHOOL IMPROVEMENT PLAN**

One very important strategy for turning around underperforming schools is the use of data to make decisions. As programs or strategies are implemented and their effects are monitored consistently by collecting and interpreting data, your school can begin to tailor what works best for your local context. On page 10, describe how your school will evaluate the effectiveness of key components of its school improvement plan, including its implementation.

### **P. 3-4: SCHOOL NEEDS ASSESSMENT**

- Use the *ADE Standards & Rubrics for School Improvement* to conduct a thorough, evidence-based self-assessment. The entire staff should participate in this process. When used properly, this instrument yields valuable information to anchor continuous improvement efforts.
- *Standards & Rubrics for School Improvement* is available at <http://www.ade.az.gov/schooleffectiveness/STDSRUBRIC.pdf>
- Summarize your most significant findings and proposed strategies to address concerns for each of the four standards.

## **P. 5: RATIONALE**

- Analyze AIMS data to determine the content standard (Reading, Mathematics, or Writing) most in need of improvement. **This content standard is a Targeted Goal.**
- Next, analyze AIMS data disaggregated by concept (Section A, P. 4-6) to identify the two or three concepts most in need of improvement. **These concepts are the Targeted Areas of Improvement.**
- For example, at XYZ School the total percent of students meeting and exceeding the standard indicates that Mathematics is an appropriate Targeted Goal. Further analysis by concept indicates that Data Analysis/Probability and Geometry are appropriate Targeted Areas of Improvement.
- It is suggested that a school address **two or three** Targeted Areas of Improvement in its ASIP.
- **NOTE:** Title I schools that are *not* Underperforming under Arizona LEARNS but that *are* identified for school improvement under NCLB must be sure that they use this plan to address the reasons for not meeting Adequate Yearly Progress (AYP). Their academic Targeted Goal should be reading and/or mathematics, with the option to choose a non-academic Targeted Goal, in cases where attendance rate, tested rate, or dropout/graduation rate was responsible for the failure to meet AYP.
- The rationale should describe, in narrative form, the specific data that led to the selection of each Targeted Area of Improvement.

## **P. 6: EXISTING PROGRAMS**

- Analyze programs currently in place, in terms of whether they are scientifically research-based and are successfully addressing the Targeted Areas of Improvement.
- In the space provided, identify the programs and state the rationale for retaining or eliminating them.

**P. 7: ACTION PLAN**

- In the first column, state the Targeted Goal (Reading, Mathematics, or Writing). Also report current achievement on the F-A-M-E scale for AIMS and on any local criterion-referenced tests (CRTs).
- In the second column, identify the Targeted Areas of Improvement (two or three concepts).
- A local, criterion-referenced test that assesses only the two or three Targeted Areas of Improvement must be administered quarterly. In the third column, establish expected results on this assessment for the next four quarters. In the fourth column, identify the steps that will be taken to help students achieve the results outlined in the previous column.

**SAMPLE ACTION PLAN**

TARGETED GOAL/ CURRENT DATA	TARGETED AREA OF IMPROVEMENT	EXPECTED QUARTERLY RESULTS	STEPS TO IMPLEMENT RESEARCH-BASED STRATEGIES
<p><b>Increase student achievement in Reading on AIMS in 2005.</b></p> <p><b><u>2004 AIMS</u></b> 15% Exceeds 35% Meets 33% Approaches 17% Falls Far Below</p> <p><b><u>2004 Local CRT</u></b> 13% Exceeds 36% Meets 40% Approaches 11% Falls Far Below</p>	<p><b><u>R-E2</u></b> Comprehension Strategies</p> <p><b><u>R-E5</u></b> Directions</p>	<p><b><u>3<sup>rd</sup> quarter CRT</u></b> 15% Exceeds 36% Meets 38% Approaches 11% Falls Far Below</p> <p><b><u>4<sup>th</sup> quarter CRT</u></b> 17% Exceeds 38% Meets 36% Approaches 9% Falls Far Below</p> <p><b><u>1<sup>st</sup> quarter CRT</u></b> 18% Exceeds 42% Meets 35% Approaches 5% Falls Far Below</p> <p><b><u>2<sup>nd</sup> quarter CRT</u></b> 19% Exceeds 46% Meets 31% Approaches 4% Falls Far Below</p>	<p><b><u>Step 1:</u></b> Design grade-level teams and establish meeting dates and times.</p> <p><b><u>Step 2:</u></b> Provide professional development training in targeted areas.</p> <p><b><u>Step 3:</u></b> Develop an intensive intervention program to provide more time for students identified as FFB in the targeted area.</p>

**P. 8: IMPLEMENTATION STRATEGIES**

- Describe the specific strategies that will be used to provide benchmark data, dates, responsible person/party, anticipated expense, and anticipated funding source for each. These steps must align with your professional development plan, targeted goals, and targeted areas of improvement.

**SAMPLE IMPLEMENTATION STRATEGIES**

IMPLEMENTATION OF STRATEGIES FOR TARGETED AREAS OF IMPROVEMENT	DATES	RESPONSIBLE PERSON/PARTY	ANTICIPATED EXPENSE	ANTICIPATED FUNDING SOURCE
<p><b>Step 1:</b> Design grade-level teams and establish meeting dates and times. The teams will engage in this process throughout the year:</p> <p>a. Identify performance objectives for each targeted area.</p> <p>b. Align and code classroom summative assessments for one quarter.</p> <p>c. Share best practices for instruction; revise lesson plans; practice instructional strategies.</p> <p>d. Share results of classroom summative assessments.</p> <p><b>Step 2:</b> Provide professional development...</p> <p>a.</p> <p>b.</p>	<p>8/20; 10/15; 1/7; 3/4</p> <p>8/27; 9/10; 10/22; 11/5; 1/14; 3/11; 4/8</p> <p>9/17; 10/1; 11/12; 12/3; 2/5; 4/15</p> <p>10/8; 12/17; 2/25; 5/6</p>	<p>Curriculum director, Asst. principal and teachers</p> <p>Curriculum director, Asst. principal and teachers</p> <p>Consultant, Principal, and teachers</p> <p>Principal, teachers</p>	<p>\$500 for substitutes</p> <p>\$1500</p> <p>\$500</p> <p>No cost</p>	

## **P. 9: PROFESSIONAL DEVELOPMENT PLAN**

- Provide details of all professional development planned to support improved student achievement in the targeted areas. State the beginning and ending dates, describe the professional development opportunities and identify the targeted goal each is intended to impact.
- “Persons involved” refers to the intended audience of the training: all teachers or teachers of selected subjects/grade levels, paraprofessionals, principals, etc.

## **P. 10: K-3 READING INITIATIVE**

- A.R.S. §15-704 mandates that *“if more than twenty percent of students in grade three at either the school level or at the school district level do not meet the standards, the governing board or governing body shall conduct a review of its reading program that includes curriculum and professional development in light of current, scientifically based reading research.”*
- If the analysis of your data indicates that this provision applies, follow the eight steps detailed below to conduct a curriculum/program review, and summarize your findings on page 9.
- *A Planning and Evaluation Tool for Effective School-wide Reading Programs*, developed by the Institute for the Development of Educational Achievement at the University of Oregon may be used as a reference, available at [http://reading.uoregon.edu/logistics/pet\\_tool.pdf](http://reading.uoregon.edu/logistics/pet_tool.pdf)

### **I. Curriculum Alignment**

Evaluate the degree to which the district’s reading curriculum is aligned to the Arizona Academic Standards for K-3 Reading and includes the essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

### **II. Reading Program Instructional Materials**

Evaluate the degree to which the reading program (core instructional materials and supplemental materials) is aligned to the district curriculum. Include the essential components of reading instruction: phonemic awareness, phonics, vocabulary, fluency and comprehension and the degree to which the integrity of the materials has been maintained (used for their intended purpose).

### **III. Instructional Strategies**

Evaluate the degree to which instructional strategies are based on scientific research of effective practices in teaching reading.  
NOTE: The Report of the National Reading Panel may be used as a reference, available at

<http://www.nichd.nih.gov/publications/pubskey.cfm?from=nrp>

**IV. Assessment**

Evaluate the degree to which K–3 screening, diagnostic and ongoing progress monitoring assessments are used to design instruction. Evaluate the basis on which these assessments were selected and used including reliability, validity, and support of scientifically based reading research.

NOTE: *The Analysis of K–3 Reading Assessments* conducted by the Reading Leadership Academy Assessment Committee may be used for this purpose, available at <http://www.ade.az.gov/azreads/reading1st>.

**V. Instructional Decision-Making**

Evaluate the degree to which instructional decision-making is based on the cyclical process of assessment/data analysis/design and implementation of instruction/ongoing progress monitoring/evaluation.

**VI. Professional Development**

Evaluate the degree to which teachers have been trained in scientifically based reading research including the essential components of reading instruction and to what degree the professional development plan reflects best practices.

NOTE: *Every Child Reading: A Professional Development Guide* and *Teaching Reading IS Rocket Science: What Expert Teachers of Reading Should Know and be Able to Do* may be used for this purpose, available at <http://www.nifl.gov/partnershipforreading/publications/k-3.html>

**VII. Program Alignment**

Evaluate the degree to which the curriculum, assessments, instruction, grading and reporting, and professional development are aligned.

Note: *Planning and Evaluation Tool for Effective Schoolwide Reading Programs* may be used for this purpose available at [http://reading.uoregon.edu/logistics/pet\\_tool.pdf](http://reading.uoregon.edu/logistics/pet_tool.pdf)

## COMPLETING SECTION C\*

**\*Schools designated *Underperforming* for the first time are required to complete and submit to the ADE Sections A and B. Underperforming schools that are also in Year 1 or Year 2 of Title I School Improvement are required to complete and submit Sections A, B and C.**

A Title I eligible school is one that meets certain requirements related to the percentage of students in poverty it serves. Funding from the federal government is made available to these schools, which may operate targeted assistance programs that serve children in poverty, or school-wide programs that serve all children in a school.

Section C of the ASIP consists of 8 sections, and is similar to the other plan components, but requires some additional detail. In these eight sections:

1. The nature of the planned reform must be described in detail.
2. Support for the school improvement plan must be described in detail, including how parents and community are involved.
3. Measurable objectives must be disaggregated by race/ethnicity and special populations. This is in addition to parallel data disaggregation requirements described in Section A.
4. Some additional detail about professional development is required, including how Title I Part A funds will be used.
5. A teacher mentor program is required under the Title I plan.
6. A description of how external technical assistance providers will be used in Year 1 and in Year 2 must be described, as well as their qualifications.
7. Parent and community involvement is a major part of the plan, and requires a parent compact.
8. A description of allocation and reallocation of resources is required. Background information related to the *No Child Left Behind Act of 2001* and the components of Comprehensive School Reform have also been included in this section as additional resources.

### **P. 1: NATURE OF THE PLANNED REFORM**

A vision for reform is a statement about how your school sees itself in the future. In high performing schools, everyone in the building knows what the vision of the school is and can describe it. Setting the vision for reform is an ongoing process

that should be undertaken seriously, and should include key stakeholders. The principal of the school has an essential role in developing the vision of the school. A typical process might include identifying and sharing core beliefs and values of key stakeholders, coming to consensus about those beliefs and values, and using that discussion as a springboard for articulation of a vision by describing the ideal school. Many processes exist for developing a vision.<sup>1</sup> In the space provided in 1a, record your school's vision for reform.

The articulation of a vision leads to the identification of research-based strategies to improve student achievement. The Title I section of the Arizona School Improvement Plan requires schools to address areas related to improvement in student achievement. In the space provided in 1b, please identify how your goals and strategies include instruction, assessment, classroom management, professional development, school management, parental involvement, technology and curriculum alignment. The *Arizona School Improvement Guide* offers guidance for setting goals and selecting strategies.

According to the legislation, a school is not successful unless all groups of students are achieving at high levels. The Title I section of the ASIP requires you to identify proposed policies and practices related to reading, writing and mathematics that will help ensure that all groups of students meet State standards by 2012-2013. Please list proposed policies and practices in the space provided in 1c.

Research indicates that high performing schools serving diverse and economically disadvantaged students arrange before school, after school, summer school and extended day activities to provide additional assistance to students who need help with meeting standards. Chronically failing schools are also required to provide options for parents in the form of Supplemental Education Services under the provisions of the *No Child Left Behind Act of 2001*.<sup>2</sup> In the space provided in 1d, please describe how these types of activities will be incorporated.

## **P. 2: SCHOOL IMPROVEMENT PLAN SUPPORT**

Involvement of key stakeholders in the planning process is essential to the success of the effort. In the space provided in 2a, please describe how faculty, administrators, staff and parents were involved in the planning process. Arizona has specified school choice provisions that go above and beyond what is required by the *No Child Left Behind Act of 2001*. In the space provided in 2b, please describe how parents were notified about your school's improvement status and opportunities for choice were communicated to them, as specified.

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<sup>1</sup> For example, see <http://www.mdk12.org/process/leading/vision.html>

<sup>2</sup> See <http://www.ade.az.gov/asd/Title1/SES/> for more information about Supplemental Educational Services.

It is critical that schools incorporate research-based practices into their plans for school reform. Not only does this involve a review of the relevant research, it is helpful to identify and visit schools where these research-based practices have been implemented to understand how the reforms work. Chapter 6 in *The Arizona School Improvement Guide*, 'Exploring Effective Practices', provides guidance with regard to researching school reform practices. In the space provided in 2c, describe what your school considered, what your school chose, and provide in appendix form information about schools implementing the chosen programs, models and/or strategies, as required.

### **P. 3-4: MEASURABLE GOALS AND OBJECTIVES**

A well-written goal needs to be clearly stated, realistic and achievable, positive and measurable. If goals are to be meaningful in a school reform effort, they need to be tied to achievement. Objectives or benchmarks, which are subcategories of goals, also have to be measurable. *The Arizona School Improvement Guide* provides some useful information about goal setting. Again, it is better to work on one or two goals than it is to dilute efforts by working on too many at one time.

Schools need to serve all of their students. Goals and objectives need to address that concern, so strategies are needed to ensure high achievement for all groups of students. On the forms provided, please indicate the goals, the relevant Arizona Academic Standard and the measurable outcome objectives/benchmarks that apply for each subgroup of students. Please note that this is a 2-year plan -- measurable outcomes/objectives need to be articulated for both years.

### **P. 5: PROFESSIONAL DEVELOPMENT**

High quality professional development is a key to effectively improving student achievement. It takes resources to ensure that high quality professional development is in place. In 4a of the form provided, list the total amount of Title I Part A funds allocated to the school and the amount of those funds to be set aside for professional development. The intent of these funds is to improve student achievement. In the space provided in 4b, describe how the intended use of the funds will help remove the school from improvement status.

### **P. 6: TEACHER MENTOR PROGRAM**

Title I schools designated for improvement are required to provide a teacher mentoring program. This program entails structured guidance of teachers, especially beginning teachers by an exemplary teacher or other appropriate mentor. Mentors need to be highly qualified, and should have a record of success with low performing students. Principals and other school administrators can also serve as mentors. A mentor teacher program can be part of a

partnership with a local education agency, an institute of higher education, a teacher organization or any other appropriately qualified organization.

In 5a - 5h of the form provided, please describe the criteria used to select mentors, criteria for participation in the program, and criteria for exiting a participant from the program. Explain how frequently the mentoring activities will occur, who will be involved as mentors and how their performance will be assessed. Also provide a description of evidence to be used to evaluate and document the effectiveness of the program as indicated on the form, and an explanation of how the proposed teacher mentor program will impact staff in meeting school improvement goals.

### **P. 7: EXTERNAL TECHNICAL ASSISTANCE PROVIDERS**

Under the *No Child Left Behind Act of 2001*, states are required to put a statewide system of technical assistance in place. Local education agencies (LEA's) also have responsibilities for providing technical assistance. Other organizations, such as Comprehensive Regional Technical Assistance Centers, regional educational laboratories, educational service centers, county consortia, local consortia, institutes of higher education in compliance with Title II, nonprofit and for profit organizations may also provide technical assistance. The *Act* places particular emphasis on the need for scientifically based technical assistance.

On the form provided, please indicate the External Technical Assistance provider, the activities planned, and the beginning and ending timelines for those activities. Provide this information for Year 1 and Year 2 of the plan.

Also, for *each* external technical assistance provider listed in Part I of the form, complete a *separate* Part II sheet. On the Part II sheet, describe the research base, how the assistance will raise achievement, how the assistance will help the school achieve its goals, the nature of services to be provided, the expertise of the provider and the financial viability of the provider. *You do not need to complete this form for non-contracted external TA providers such as the governing board or the state education agency (SEA).*

### **P. 9: PARENT, FAMILY, AND COMMUNITY INVOLVEMENT**

Title I schools have to meet specific requirements for parental involvement under the *No Child Left Behind Act of 2001*. Title I schools must have a written parent compact that was developed jointly with, agreed upon with and distributed to parents of children in the school. It has to be inclusive and in an understandable format. Such a compact should also describe how schools and parents share the responsibility for helping students meet state standards and how effective communication between the school and home will occur. Parents also should be informed about the existence and purpose of parental information and resource

centers. The *Arizona School Improvement Guide* provides additional strategies for involving parents and community members in school reform efforts.

Provide a copy of your written Parent, Family and Community Involvement policy, including the required Parent Compact, and include in Appendix II. Also, please provide a copy of the written notice that was sent to parents notifying them of the school's improvement status and the option they have for Public School Choice (See the description of the Nature of the Planned Reform in this section).

In 7a of the form provided, also describe how you are engaged in meaningful, continual, and consistent consultation with parents with regard to implementation of school improvement activities. In 7b, explain how you will sustain the involvement of parents and the community.

### **P. 10: ALLOCATION/REALLOCATION OF RESOURCES**

When a shared vision and a coherent, aligned plan to accomplish that vision are in place, making decisions about where to dedicate resources becomes much easier. Resources should be used only to carry out the plan and accomplish the vision. Funding sources should not be pursued if they are not in alignment with the vision or plan. Resource allocation and resource reallocation help target efforts to impact student achievement goals. *The Arizona School Improvement Guide* provides practical suggestions and pitfalls to avoid related to allocation and reallocation of resources.

In 8a of the form provided, please describe the process you used to allocate and reallocate resources for your school improvement effort. Also, complete the table under 8b, being sure to include the required fiscal resources as indicated.

## **INTERNET RESOURCES IN THE ASIP INSTRUCTION MANUAL**

**AZ LEARNS website**

<http://www.ade.az.gov/azlearns/>

### **Section A**

**CTDS number** (County Code, Type Code, District Code, and Site)

<http://www.ade.az.gov/edd/>

***Arizona School Improvement Guide***

<http://www.ade.az.gov/asd/title1/accountabilitygrants/ArizonaSchoolImprovementGuide.pdf>

### **Section B**

***Standards & Rubrics for School Improvement***

<http://www.ade.az.gov/schooleffectiveness/STDSRUBRIC.pdf>

***Planning and Evaluation Tool for Effective School-wide Reading Programs***

[http://reading.uoregon.edu/logistics/pet\\_tool.pdf](http://reading.uoregon.edu/logistics/pet_tool.pdf)

***The Report of the National Reading Panel***

<http://www.nichd.nih.gov/publications/pubskey.cfm?from=nrp>

***The Analysis of K–3 Reading Assessments***

<http://www.ade.az.gov/azreads/reading1st>

***Every Child Reading: A Professional Development Guide and Teaching Reading IS Rocket Science: What Expert Teachers of Reading Should Know and be Able to Do***

<http://www.nifl.gov/partnershipforreading/publications/k-3.html>

### **Section C**

**Developing a vision**

<http://www.mdk12.org/process/leading/vision.html>

**Supplemental Educational Services**

<http://www.ade.az.gov/asd/Title1/SES/>

# RUBRIC FOR ASSESSING THE ARIZONA SCHOOL IMPROVEMENT PLAN

*This rubric was included to assist schools in developing a sound ASIP, and is not required to be submitted to ADE.*

## **Section A**

### **1. Data about the school, the students it serves, and their achievement are provided.**

- All of the requested data are provided.
- Most of the requested data are provided.
- None of the requested data are provided.

## **Section B**

### **2. A school needs assessment was conducted and the findings are summarized.**

- The needs assessment centers on the four standards of the *ADE Standards & Rubrics for School Improvement* and the findings are summarized.
- The needs assessment is not thorough enough to guide the improvement process.
- A needs assessment was not conducted, or the findings are not summarized.

### **3. The targeted areas of improvement are supported by an analysis of data from Section A.**

- All targeted areas of improvement are supported by an analysis of AIMS data disaggregated by concept. (Section A, Pp. 4-6)
- Some of the targeted areas of improvement are supported by an analysis of AIMS data disaggregated by concept.
- None of the targeted areas of improvement is supported by an analysis of AIMS data disaggregated by concept.

### **4. Programs currently in place have been analyzed in terms of whether they are scientifically research-based and are successfully addressing the targeted areas of improvement.**

- There is a thorough analysis of all programs currently in place.
- The analysis of programs currently in place is incomplete.
- There is no analysis of programs currently in place.

### **5. The targeted goals in the action plan reflect an emphasis on student growth.**

- All goals contain a growth verb or other indication of improved performance.
- Some goals contain a growth verb or other indication of improved performance.
- None of the goals contains a growth verb or other indication of improved performance.

### **6. The action plan specifies expected quarterly results.**

- Expected quarterly results are established for all targeted areas of improvement.
- Expected quarterly results are established for some targeted areas of improvement.
- Expected quarterly results are not established for any targeted areas of improvement.

### **7. The implementation strategies appear likely to lead to the desired student results.**

- The implementation strategies are sufficient to lead to the desired student results.
- Some of the implementation strategies directly relate to the desired student results.
- Implementation strategies are missing or do not relate to the desired student results.

### **8. The professional development plan supports the strategies to be implemented.**

- The professional development plan supports all of the strategies to be implemented.
- The professional development plan supports some of the strategies to be implemented.
- The professional development plan is missing, or does not support the strategies to be implemented