BCS Exhibit 9

REPORT ON THE PROFESSIONAL LEARNING WORKSHOP
Curriculum Alignment to Arizona Common Core State Standards
Facilitated by Theresa Scrapiglia Ph.D. June 24 through July 11, 2013

PROFESSIONAL LEARNING AND COLLABORATION
All classroom teachers K to 8th grade and one special education teacher participated in a Professional Learning Workshop for 12 days. All teachers attended all days with no absences. The Workshop was aligned to the school's purpose and direction and was developed to build capacity among teachers. Teachers collaborated among each other to improve curriculum, instruction, and student learning. Teachers received a Professional Learning Certificate for their participation in the Workshop.

ARIZONA COMMON CORE STATE STANDARDS
The facilitator distributed Arizona Common Core State Standards (CCSS) in Math, Reading, and Writing/Language/Speaking/Listening to be used as a basis for creating curriculum that is equitable and challenging and that provides opportunities for students to develop thinking and life skills.

Teachers studied the Common Core State Standards for Mathematics, Reading, and Writing/Language/Speaking/Listening. They studied the horizontal and vertical alignment of standards among grade levels. Teachers participated in a process to ensure alignment of curriculum, instruction, materials, and assessment based on the CCSS.

CURRICULUM MAPS FOR MATH, READING, AND WRITING
Each grade level developed 3 curriculum maps, one for Reading, Math, and Writing/Language. Each map is based on Common Core State Standards - specifying which Common Core State Standards will be taught each week in each subject area. Curriculum Maps will be used by staff to ensure that all CCSS are taught at each grade. Each Map is related to KDLO's core adopted materials specifying the topics and content that will be taught each week.
The Principal will monitor classroom instructional practices to ensure that instruction is aligned to Curriculum Maps and CCSS, that teachers are teaching the approved curriculum, and that teachers use content-specific standards (CCSS).

STUDENT ASSESSMENT
Curriculum Maps list the formative and summative assessments that will be administered at each grade level to monitor student progress. Data from the assessments will be used to plan instruction based on identified student need.

ANALYSIS OF STUDENT DATA AND GROUPING STUDENTS INTO TIERS
All teachers analyzed students' Reading, Writing, and Math assessment results including NWEA, AIMS, SAT 10, and DIBELS. Teachers determined student needs based on the multiple assessment data and determined Tier I, II and III Groups, listing which students are in the Intensive, Strategic, and Benchmark Groups and which students need Reading & Math intervention.

SCHEDULE
The Facilitator and Principal developed the classroom instructional schedule. The schedule provides sufficient time for teaching Math (80 – 90 minutes daily), Reading (90 minutes daily), and Writing/Language (40 – 60 minutes daily). The schedule also provides time for Reading Intervention and Enrichment and Math Intervention and Enrichment (30 – 60 minutes daily). In addition, the schedule also includes computer instruction, library, Dine' Studies, and PE/Health for each grade.
Special areas teachers (Dine' Studies, PE, and Special Education) are assigned to team with teachers in grades 3 to 8 to teach smaller groups in Reading and Math daily to provide instruction to students in need.

INSTRUCTIONAL UNITS and INSTRUCTIONAL MATERIALS
Teachers evaluated instructional materials and selected the best Math and Reading Programs for KDLO students, which are enVision Math K-6, Reading Streets K-6, and Prentice Hall for Literature and Math Grades 7 and 8. The Math and Reading Coach prepared requisitions so the materials can be purchased in time for students to use the materials at the beginning of the school year. Teachers studied their newly adopted instructional materials for greater efficiency and effectiveness next year. Teachers studied the correlation of newly adopted reading and math materials with the Common Core State Standards. We scheduled training on the new reading and math materials for 2 days during orientation week. Teachers can also use online tutorials for reading and math material on an individual basis.

Teachers collaborated and agreed to use the Instructional Unit Framework/ Lesson Plan Template for developing Instructional Unit Frameworks and Lesson Plans. Teacher developed Instructional Unit Frameworks/Lesson Plans based on the Curriculum Maps. Materials from Curriculum Maps can be used in the Instructional Unit Framework.

CURRICULUM BINDERS
All teachers completed a Curriculum Binder, which includes the Arizona Common Core State Standards, Curriculum Maps in Reading, Math, and Language/Writing/Speaking/Listening. Curriculum Binders also include Student Tier I, II and III groupings. All Curriculum Binders were completed by the end of Workshop.

Instructional Practices to Use.
Professional Learning Workshop, Summer 2013, by Theresa Serapiglia

1. Use the Professional Learning Report as evidence, in AdvancedEd/NCA write-ups and to refresh yourself for interviews.

2. Prepare all staff and parents for AdvancedEd/NCA interviews.

3. Use the same collaborative process as Standard 3 for all other standards. Rate, brainstorm on post it notes, write a short draft paragraph, and revise as a group.

4. Continue to collaborate throughout the year on many issues. Use staff expertise.

5. Use same collaborative AdvancedEd/NCA process as a writing process with students. Brainstorm, make graphic organizer, draft, and revise.

6. Give writing exemplars to students as part of writing instruction.

7. Use Instructional Practices Based on Research Handout. Insert into Binder.

8. The Schedule includes sufficient time for Core Math, Reading and Language. The schedule also has time for Reading and Math Intervention and Enrichment.

8. Group students for instruction. The Teacher and the Teacher Assistant/Special Area Teacher assigned to each grade each have a teaching station set up in the room. The Teacher works with one group, the Teacher Assistant/Special Area Teacher works with the second group, and the third group works independently. The 3 groups rotate into the 3 teaching learning stations during the reading and math block.

10 9. Post Math Placemats on Wall to show Math CCSS to be taught

11 10. Give Parents a Math Placemat and discuss with them so parents know the Math CCSS. Give to students as appropriate.

12 11. Make a Reading/Writing/Language/Speaking/Listening Placemat.
13 12. Post on wall and give to parents.

14 13. Stick to the Pacing Calendar/Curriculum Maps throughout the year.

15 14. Copy and paste material from Curriculum Maps into Instructional Unit Frameworks. Since each person's map is somewhat different, each teacher determines where material from the Curriculum Maps goes onto the Unit Framework. There is no wrong way to place the Curriculum Map materials on the Unit Framework.

16 15. Remember that you are very special and very competent. You can do anything. Enjoy teaching, Enjoy and respect each other as a family. Enjoy and respect students.

SPEAKING AND LISTENING RESEARCH AND TEACHING DIRECTIVES

Oral Language ability is the strong predictor of students' ability in reading & writing. Oral language is especially important for the youngest students, students must be able to understand words before they can read or write them. The number of words students know in preschool and kindergarten predicts their future reading and writing ability.

READ ALOUDS Allocate instructional time to building children's listening skills. Time should be devoted to reading both fiction and content-rich selections aloud to students just as time is devoted to decoding.

Focus on oral language is most critical for students most at risk, children for whom English is a second language or who have not been exposed at home to the type of language in written texts.

In kindergarten through grade 3 children should participate in structured conversations with an adult in response to texts that are read aloud, with children orally comparing and contrasting, analyzing and synthesizing.

It is critical that students build background knowledge through being read to, both fiction and rich non-fiction.

Reading aloud to students in upper elementary must NOT be used as a substitute for independent reading by students. Read alouds should supplement and enrich what students read by themselves.

VOCABULARY RESEARCH AND TEACHING DIRECTIVES

Students must have a rich and varied vocabulary. Students must have incremental, repeated exposure to words they are trying to learn to comprehend text. Initially children learn words in conversational language.

The weaker the student's vocabulary, the less they are able to retain when reading. At most students retain between 5 and 15% of words read, the weaker the student's vocabulary the smaller the gain.

Research shows that if students truly understand what they read they must grasp upward of 95% of words.

Every classroom must focus on providing students with high-quality, context rich encounters with vocabulary words that epitomize the kinds of words often found in written texts-and often only there.

Expose words to students that have the widest application.

Research in Reading, Writing, and Speaking with Teaching Directives
Prepared by Theresa Serapiglia, Ph.D. for Summer Work Session

READING RESEARCH AND TEACHING DIRECTIVES

There is a great decline in reading ability. Summarizing the last 20 years in reading research shows that too many students have been reading at too low a level. Reading levels among adults is disturbingly low.

TEXT COMPLEXITY

Increasing text complexity is a key requirement in reading. Students must be able to read rich, complex texts. Do not substitute texts with lower levels of complexity.

EXPOSITORY TEXTS

Students must have sustained exposure to expository text to develop important reading strategies. Expository text makes up the majority of workplace and college reading. Expository reading must be the majority of student reading practice.

INDEPENDENT READING

Lack of focus on independent reading is a major contributing factor. Students above grade 2 must read text independently. Above grade 2 do not use teacher reading text, round robin reading, or audio text, instead students read independently.

Being able to read complex text independently, fluently and proficiently is essential for high achievement in the workplace and college.

IMPOVERISHMENT OF KNOWLEDGE

Research shows that if students cannot read challenging texts with understanding, they will read less. If students cannot read complex texts to gain information, they will turn to other sources (video, internet pod casts, etc) with less depth of ideas. This leads to a further impoverishment of knowledge. Because knowledge is directly linked with reading comprehension, this leads to further decline in reading.

Text complexity includes these 4 factors:
*Texts without a single, clear explicit meaning, but rather multiple, implicit, hidden or obscure meaning.
*Texts without a simple structure, but rather a structural complexity, with subtle unconventional structures.
*Texts without literal, clear, everyday language, but rather language that has figurative, or ambiguous language.
*Texts that make assumptions about the readers background knowledge.

Lexile ranges for grades 2-3 should be 450-790.
4-5 should be 770-980
6-8 should be 955-1155

USE THE STAIRCASE OF INCREASING DIFFICULTY
In grade 2, 100% of text should be of complexity for grades 2 to 3, with some texts at the higher range.
In grade 3, 70% of text should be the complexity for grades 2-3, with the remaining 30% texts being stretch texts chosen from the next grades, grades 4-5.
This pattern should continue for the remainder of the grades to stretch students' reading.

WRITING RESEARCH AND TEACHING DIRECTIVES

Three types of writing which are critical for students to be able to perform are:

*** Argument**

Argument in which the purpose is to change the reader's point of view, bring about some action, or accept the writer's explanation. An argument is a reasoned, logical way of demonstrating the writer's position, belief or conclusion. Elementary children must learn to use a variety of methods to elaborate their writing with examples, by offering reasons, and explaining cause and effect.

*** Informational/Explanatory Writing**

This writing is to convey information accurately, to increase the reader's knowledge of a subject, to explain a procedure or process, or to provide readers with an enhanced comprehension of a concept.

***Narrative Writing**

Narrative writing conveys experiences, either real or imaginary. It is used to inform, instruct, persuade, or entertain. Writing should include details of scenes, objects, or actions, with dialogue. Narratives in social studies include accounts about individuals. In science, students write descriptions of procedures and investigations.