Beginning in the Fall Term of 2006 the Academy of Excellence (Governing, Administration and Staff) engaged in a School Improvement Process which sought to identify its core beliefs and values and create an empowering framework for monitoring how well the school is doing and whether individual strategies and activities are aligned with the core values.

1. We will teach to the agreed upon Arizona Standards and provide evidence of student achievement of those standards.
2. We will make full use of the instructional time allotted to us.
3. We will demonstrate our belief and expectation that all students can achieve the grade level objectives as identified by the Arizona State standards.
4. We will help to insure an orderly atmosphere that is conducive to learning throughout the school.
5. We will treat all members of the school community with respect.

I. Academy of Excellence continues to implement a concerted effort and capacity to improve pupil achievement. (2010 - 2014)

The Academy of Excellence Administration continues to utilize the support of ADE staff to help develop targeted goals and systematically implement them. The Director/Administration was able to understand where the school is relative to the AYP target, how their teachers assess for learning and monitor student progress, and how they can use the data to adjust instruction based on student needs. To accomplish these ends AOE sought to understand and communicate their student achievement target; to engage staff in analyzing state assessment data to determine whether there were any gaps between the AYP targets and their performance; to evaluate school processes to ensure that teachers understand the target and have aligned their teaching and assessments to those standards they are responsible for teaching; to structure time to regularly examine student work to inform instruction; to have teachers collect and analyze formative assessment data to monitor student performance on the content standard indicators on a daily basis; to keep their school focused on their student achievement goals as the primary work of staff.

The critical first step to meeting our instructional target is to understand the target. Understanding the AZ State content standards being assessed and knowing where our students are in relation to those standards was instrumental to AOE hitting the target. Teachers who did not understand the target could not be counted on to teach the necessary knowledge and skills to students.

The state content standards identify what students are expected to know and be able to do. It is also obvious, though not always practiced, that classroom instruction and assessment had to be

aligned with the state content standards if AOE wished to attain state standards. It became critical for staff to understand the state content standards, the state assessments used to measure AYP, and how to recognize proficient student work at their grade level if they are going to fully understand their target.

Action Taken:

- Replaced the school staff relevant to continued Corrective Action.
- Implemented new curriculum, including providing appropriate professional development for relevant staff that is scientifically based research and offers substantial promise for low –achieving students and enabling the school to make AYP. Saxon Math, Saxon Phonics, and 4-Blocks Reading.
- Began Development of Curriculum Maps in all grades for Reading, Math and Writing.
- Developed a Lesson Plan template to be used for all grade levels.

❖ ***Results: The Academy of Excellence remained in Corrective Action but Met AYP Status and Performing under AZ learns.***

II. Developed and implemented a School Improvement Plan

Following the recommendations that Dr. Mike Schmoke outlined in his bestseller: FOCUS: Elevating the Essentials to Radically Improve Student Learning: AOE has allowed the School Improvement process to become the single most important business of our school. We worked through a process that to ensure all students were provided the opportunity to achieve at high levels. We acted with due diligence to act on the combination of three concepts he recommended which constituted the foundation for positive improvement results: meaningful teamwork; clear, measurable goals; and the regular collection and analysis of performance data.

The School improvement planning Team was led by the Director and a school improvement team and ultimately must involve the entire staff. We utilized a data-driven process for analyzing data and making instructional decisions based on good data analysis. (See Rubric for School Improvement) and School Improvement Plan 2007-2008)

Action Taken:

- Established an environment which that was open to risk taking, new ideas, and collaboration.
- Ensured that all voices in the school community were heard.
- Implemented "Community Conversations" and Fall and Spring Progress Report Presentations to parents.
- Major effort implemented to seek input from all stakeholders and find ways for individuals to contribute to the School Improvement goals.

Results:

1. **Aligned time, money, and staff development with the goals.**
   AOE devoted considerable time and effort to the continual assessment of the conditions or outcomes of student achievement; in meeting of the Board and Staff we notified all members that the condition or outcome was considered important. Consistency to maintain with a small staff sometimes implied that inattention to monitoring a particular factor indicated that it is less than essential, regardless of how often its importance is verbalized. AOE is continuing to maintain a concerted effort in this area. We are looking at three essential questions:
   - What do we want our students to learn?
   - How do we know students are learning?
   - What do we do about it when they aren't?

   - Displayed the progress toward attainment of the goals on a bulletin board and outside banner. The display should allowed staff and stakeholders to quickly see where you are, where you are heading, and how the journey is going. We were also able to communicate progress toward attainment of the student achievement goals in newsletters and other correspondence to staff, parents, and other stakeholders.

2. **Monitored the priority goals.** (Hired a Part-Time Teacher/ Evaluator Monitor)
   Setting the expectations for staff was often the easiest task but not the most consistent in how we monitored them. With the Monitor Teachers soon became clear by what the monitor evaluated, and what the priority expectations were. We identified a number a number of critical times during the school day that the Director/ Monitor needed to be purposeful about communicating a clear and sharp focus on the student achievement target. When conferring with teachers about their instruction and/or discussing a teacher's observation, we wanted to want to affirm through their questions the value they place on use of data to guide instruction. <u>These questions helped the teachers to assess and edit the Student Individual learning Plans.</u>

- How do the students demonstrate for you they are proficient on the indicators I observed you teaching?
- What percent of your students demonstrated proficiency?
- What diagnostic data do you have to help you identify their area of difficulty?
- What strategies did you (or will you) use to help students improve their performance?
- When and how will you reassess their performance on the same indicators?
- What percent of your students improved on the indicators assessed by the scored assessment?
- What are you planning to do for the students who are not improving?

III. Curriculum Design and Instruction:

It became important for AOE to recognize the huge shift that standards-based education requires of classroom teachers, especially in a small school where some classrooms included combined grade levels. Teacher autonomy could no longer be an option, what they taught and the expectation and the manner in which they delivered instruction to all students, how they would be held accountable for all of our students learning it became a priority. AOE's teachers were now expected to take all students to proficient performance on a common set of grade level content standard indicators defined by the state. Everyone (administrators, teachers, parents and students) had to shift their focus from how well teachers are teaching to how well students are learning.

The implementation of the Arizona State Standards changed expectations for what happens in AOE classrooms?

Before Standards	After Standards
Focus on how well teachers taught	Focus on how well students learn
Taught what they thought was important	Teach specified content standards
Different expectations for different groups of students	The same expectations for all groups of students
Students screened for higher level courses and activities	All students have equity of opportunity for higher level courses and activities

Academy of Excellence Curriculum /Instruction Design/Materials 2008-2010

CURRICULUM ALIGNED WITH AZ STATE STANDARDS	ALIGNED INSTRUCTIONAL MATERIALS	ALIGNED INSTRUCTIONAL PRACTICE	ALIGNED STUDENT ASSESSMENT
Curriculum is developed by LEA teachers in keeping with the following principles: • Curriculum enables students to successfully meet or exceed national and state standards and competency requirements. • Curriculum is aligned with Arizona State Standards and current educational research and the best information about adult life and work in the 21st century. • Curriculum is designed from a clear vision of desired student performance after K-8 schooling. • Course and grade level outcomes with aligned unit outcomes and appropriate assessments reflect a balance between the content and application skills students will learn.	Materials are selected and/or created by Administrators and teachers in keeping with the following principles: • Instructional materials serve as resources to teach the curriculum; they do not drive the curriculum. • Instructional materials support the end goals we have for students. • Materials actively and creatively foster higher-level thinking. • Materials are selected and combined to promote multi-sensory experience and varied approaches to learning. • Materials include technological resources as well as printed texts. • All primary and supplemental texts will be approved through the by the AOE Board.	LEA teachers learn, develop, use and improve instructional practices which illustrate the following principles: • Instruction is clearly aligned with state standards, course and unit outcomes and assessments. • Instructional strategies support the end goals we have for students and reflect current best-practices according to research. • Teachers' actions show appropriate decision-making about essential elements of instruction, including intervention and extension strategies as needed. • Instruction fosters higher level thinking, independent and cooperative learning. • Grading procedures follow district guidelines and policies.	Student assessments are used by LEA teachers in keeping with the following principles: • Assessments are aligned with program, course, and unit outcomes. • Assessments call for meaningful demonstrations of identified outcomes and performance objectives. • Assessment design is an integral part of curriculum development. • Assessment is part of instruction. It fosters student self-assessment and self-adjustment. • School-wide assessments are developed for program and course/grade level; within classrooms, tools and procedures vary.

Instructional Materials:
Saxon Phonics K-4
Saxon Math K-8
Thinking Maps K-8
Harcourt Science K-8
Houghton Mufflin Reading 1-4
Scholastic Scope Literature 5-8
Academy of Reading/Math 3-8
Effective Reading Intervention,
Assessment Materials:
AIMS/DPA
DIBELS
WRAT
Star Reader/Math Technology Base
Academy of Reading/Math (Technology Based)
Study island AIMS Tutorial (Technology Based)

The Academy of Excellence Administrative Team and teachers have developed an Arizona Standards based, well articulated and implemented Mathematics program for the previous five years. (the 2006- 2012 school years)

For the 2006-2007 school year the focus was on math curriculum mapping. The teachers in each grade level math team mapped the curriculum in alignment with the state standards. Each Strand (e.g. grade 1, Number Sense and operations) developed lesson plans based on Data analysis and Probability, Math Patterns and Functions, Structure and Logic.

The School Profile for this period based on AIMS scores indicated that AOE met AYP status, AZ learns Performing and for Federal Improvement Status, Corrective Action was implemented.

For the 2008-2009 school year the math standards were again articulated by grade level. The teachers assessed student performance and prioritized appropriate lesson plans to maximum student achievement. All lesson plans in The Saxon Math Model were aligned with Arizona State Math Standards. Lesson plans were divided into four Benchmark periods of compatibility with state math standards (assessment, performance objective, and materials mapping for each period) and a post assessment of student learning.

The School Profile for this period based on AIMS scores indicated that AOE met AYP status, AZ learns Performing Plus, and showed Upward Mobility in the Federal Improvement Status.

For the 2009-2010 school year the Academy of Excellence continued use of the Saxon Math Model. Lesson plans were aligned with Arizona State Math Standards. Priority was given to teachers with special training in math to assist the math teams in the planning and application of concepts for maximum student achievement.

The School Profile for this period based on AIMS scores indicated that AOE met AYP status, AZ learns Performing Plus, and showed Upward Mobility in the Federal Improvement Status.

For the 2010 -2011 school year a continuation of the Saxon Math Model was kept *in place. The* teachers continued to create lesson plans applying concepts to build high performance learning

that aligned with the Arizona State Math Standards. Additional resources continued to be implemented utilizing several technology sources (e.g. computer programs, SMART BOARD).

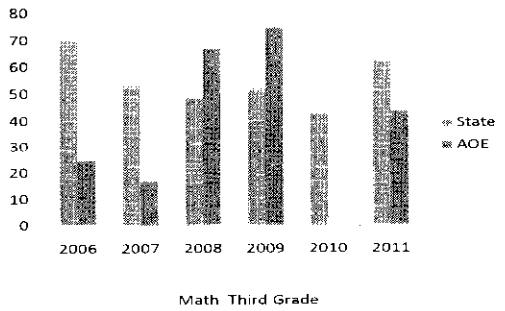
School Improvement Status based on AIMS

School Profile	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
AYP Status	Met	Met	Met	Met	MET
AZ Learns	Performing	Performing	Performing Plus	Performing	D
Fed. Improvement Status	Corrective Action	Corrective Action	None	None	None

As of this report The State and Federal School Profile is not available.

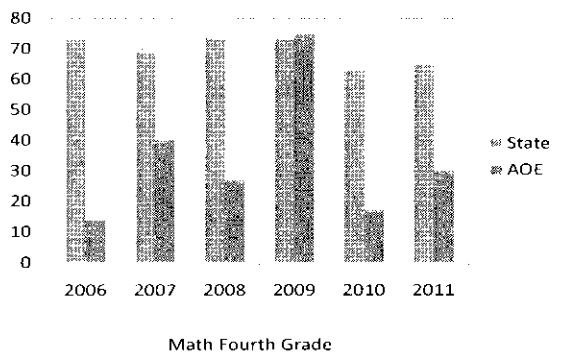
Analysis of Math Proficiency:

- It is important to note that only 2 students maintained consistent enrollment from third grade 2006 to eighth grade 2011, and even less for Kindergarten through eighth grade.
  - None of the current seventh and eighth grade students have had K-8 consecutive years of enrollment.
  - One student in Sixth grade has been enrolled at AOE since Kindergarten
  - One student in fifth grade has been enrolled at AOE since Kindergarten
  - One student in fourth grade has been enrolled at AOE since Kindergarten
  - One student in third grade has been enrolled at AOE since Kindergarten
  - Seven Students in second have been enrolled at AOE since Kindergarten
- AOE continues to serve a highly transient population moving two to three students forward to the next passing grade.)
- School personnel need to focus increased attention Math achievement by all students. **See Appendix A. (2006 AIMS)**



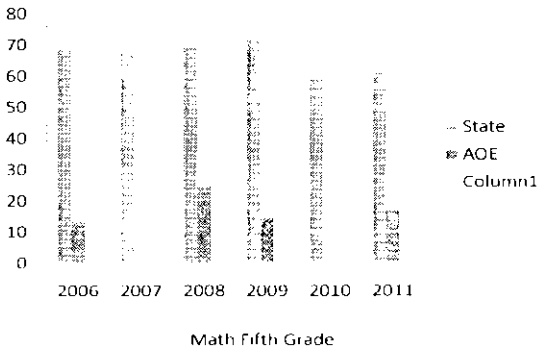
- School is above the State proficiency in 2008 and 2009 but below the state average in 2010 gained 44% achievement in 2011.
- 56% of the student fell with the Approaches category with no one falling in FFB (Falls far below).
- School wide for all students the team decided to do a strand review to decide which area students showed deficiency. Students were then grouped with students with similar strand deficiency and were given re-teaching of concept in small group environment.

See Appendix B: (2007 AIMS Scores)



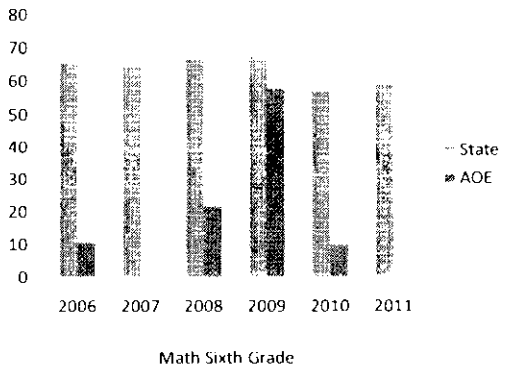
- School made a significant gain in progress from 2008 to 2009 with a disappointing drop in 2010 with a 15% gain in achievement in 2011.
- School Wide: It was decide that we would continue using small group interventions. However for students that fall FFB we added an additional intervention time to work on the mastery of basic skills such as basic math facts.

See Appendix C: 2008 AIMS Scores



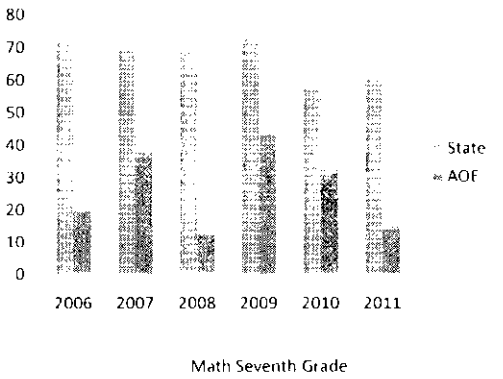
- Fifth and sixths grades have experience high teacher turnover.
- A review of data indicates that a large percentage of instruction needs to spent on number sense.
- Periodic professional development is provided for Saxon math and Instructional classroom assessment has been routinely facilitated using protocols to constructively evaluate curriculum throughout the year, as well as receive direct instruction on research-based curricular support.
- Professional development was routinely provided in these areas and opportunities for outside-of-school professional development when the budget allowed.

See Appendix D: 2009 AIMS Scores



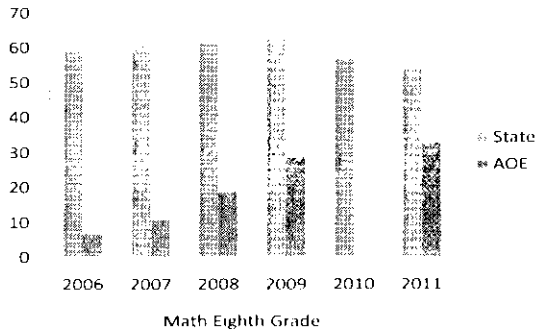
- Sixth Grade made 20% achievement progress over the 2007 school year.
- Most children haven't been properly prepared. In fact, many students haven't even mastered basic multiplication and division yet.
- New Certified Teacher hired in 5th/6th Grade combination
- School Wide: It was decide that we would continue using small group interventions. However for students that fall FFB we added an additional intervention time to work on the mastery of basic skills such as basic math facts.
- Professional development for Math techniques offered weekly. Teacher portfolios document developments. Professional development ongoing and incorporated into the non-teaching Wednesday afternoons. Teachers often have the opportunity to collaborate as a team. New teachers are assigned Pod mentors whom also meet during this time.

See Appendix E: 2010 AIMS Scores



- Second classroom to show some proficiency in consistent years.
- It was decided that we would continue using small group interventions. However, for students that fall FFB we added an additional intervention time to work on the mastery of basic skills such as basic math facts.
- Students also used Academy of Reading and Math to increase mastery of basic skills. One-on-one tutoring in afterschool implemented to help academically and intellectually challenged students become challenged—and, therefore, interested in their education—and, because it was customized, one-to-one instruction, private tutoring was experienced at the appropriate pace necessary for such students.

See Appendix F and G: 2011 AIMS Scores



- We continued using small group interventions. However for students that fall FFB we added an additional intervention time to work on the mastery of basic skills such as basic math facts and decoding. This strategy was introduced with the expectation that fluency in these areas will result in more time to for students to master the concept. Teachers also received more training in differentiated instruction.

- The assessment evaluation showed math skills continue to be as an area of concern. Using data from previous testing years, students across the grade levels struggled with Number Sense, Concepts, and Operations; Identifying operations (addition, subtraction, multiplication, division) and the effects of operations. Key words remain a challenge. Because students can't identify the key words in open response problems they don't know how to go about finding an answer.

Action Taken:

Teachers need to identify opportunities for students to demonstrate proficiency and understand how to interpret each student's performance. They had to monitor the progress of each student in their classroom over time and regularly examine the monitoring data to determine who is getting it and who is not. They needed to use the data to make instructional decisions.

- **Results: This shift in focus was particularly painful for the teachers because they had to learn how to develop lesson plans and student centered strategic activities, as well as align classroom instruction and assessment with the state content indicators.**

For most teachers, this meant that they had to learn new content, learn how to assess and interpret student proficiency, collect classroom data to monitor progress, and regularly examine student work and data as a collaborative team process. It became extremely difficult to maintain teacher attendance and work ethics, resulting in more teacher turnover while attempting to make student learning progress. In 2007-2008 AOE remained in Corrective action and met AYP and performing under AZ Learns.

- Implemented Differentiated Instruction activities at all Grade levels.
- Implemented 21st Century Learning Center After School Program.
- Implemented SES Tutoring to lowest achieving students
- Increased the length of school day
- Increased time on task for teacher contracts
- Implemented 90 minute uninterrupted Reading Blocks and progress monitoring
- Implemented uninterrupted 60 minute Math Blocks
- Assign Title 1 Teacher Aide staff to support small group classroom reading instruction at "core" time
- Use assessments (formative, summative, and progress monitoring) to identify student strengths and needs and plan for instruction
- Increase supplemental and book libraries to use with at risk students
- Increased classrooms instruction to 45 minutes per day for writing in addition to the scheduled "core" literacy time.
- Strengthen classroom libraries and technology equipment support for reading and Math instruction. (Smart Boards and Document Camera, and Video)

IV. Monitoring Student Progress: Analysis of relevant of relevant pupil achievement data

Annual data from the state assessments only gives AOE a snapshot of where students are at a single point in time. Daily instruction continues between when the tests are given and when the results are returned to our school. Teachers must know on a day to day basis where their students are in relation to the content standards to have the necessary information to inform instruction.

This on-going monitoring is also the way for teachers to determine whether their instructional strategies are working for all students and which students need instructional interventions. Regular examinations of student performance on assignments and assessments have enabled teachers to make informed instructional decisions regarding teaching and re-teaching specific indicators/objectives. Classroom instruction and assessment must be aligned with the state's content standards if we wish to attain state standards and meet their AYP target.

Action Taken/Results

- Instituted and fully implemented Standards and Rubrics for School Improvement needs assessment with annual review and evaluation.
- Solicited volunteers of Community and Staff to implement School Improvement Team.
- Implemented DIBELS, WRAT, STAR Reader/Math, Academy of Reading/Math Assessments instruments.
- Utilized ADE relevant Staff Development Training to assist teachers in use of assessment data.
- Continue Primary and Middle school level "data team" meetings to develop assessments and plan effective classroom instruction

Data Driven Task fully implemented in the Fall of 2011

At AOE the ongoing progress assessment system combines both formative and summative assessment. The formative component is fulfilled when the information brought together daily, weekly or monthly is used to modify instruction and lead to curriculum and activity changes. AOE uses a summative assessment to provide an overview at the end of the lesson, unit, semester or end of the year, of each child's accomplishments, areas of difficulty, and progress

1. Using data from last year's AIMS (2011), all students who failed to meet the standards were identified as needing additional help in certain areas of math/reading. An item analysis will be completed and the students with similar difficulties will be grouped together to work on these challenging areas. The teacher will use a variety of assessments to evaluate the performance of these students.
2. Every two weeks the focus of the Cycle will change and students who need the reinforcement of the new cycle's focus will be placed in the appropriate learning group for instruction.

Area of Concern: (Describe the skill or behavior of concern)
Basic Phonics Skills-
Reading basic words and patterns accurately and with automaticity. Reading passages from grade level materials with words that are single syllable or contain basic word and sound patterns typically mastered prior to the end of 2nd grade. Basic phonics skills do not include oral blending and segmenting of sounds (with no eyes to text). Additionally basic phonics skills do not include higher-level multisyllabic words.

Expected Level of Performance: _____Words Read Correctly per Minute with 95% Accuracy (Utilize DIBELS Grade Level Benchmarks).

Recommendations for Intensive Reading/Math support:

- Grades K-3 – student are given additional practice in Saxon Reading/Math Material
- Grades 4-8 – student are given additional practice in grade level connected text

- The independent practice session will not be completed by student, but will be finished with the interventionist.
- Student's progress will be monitored weekly.
- Instruction is provided on a daily basis.
- Photocopy sections that require extra practice. These sections are sent home with student for practice with parent.
- Smaller groups (2-4 students) were designed to allow for more response time and individual practice.
- A group mastery level of 90% accuracy is the goal to be achieved before moving to next lesson.

(See Strategy III for Reading and Math PMP; AOE Data Driven Instruction/Assessment Rubric; AOE Math Placement Matrix; AOE Checklist, Student LEP)

V. High Quality Professional Development:

After a careful review of research and lessons from successful practice and with input from ADE Training Resources the AOE Board and Administration has articulated a set of standards for teacher professional development and recommended full implementation and use of these standards to guide future professional development. The standards offer a bold vision of professional development and recognize that responsibility and accountability for ensuring that professional development is of the highest quality rests with all stakeholders.

Standards of High-Quality Professional Development

Content Standards	
Standard 1: Content knowledge and quality teaching	Effective professional development deepens all teachers 'content knowledge and the knowledge and skills necessary to provide effective instruction and assess student progress
Standard 2: Research-based	Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to apply research to decision making
Standard 3: Collaboration	Effective professional development ensures that teachers have the knowledge, skills, and dispositions to collaborate with others to improve instruction
Standard 4: Diverse learning needs	Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to meet the diverse learning needs of all of their students
Standard 5: Student learning environments	Effective professional development ensures that all teachers are able to create safe, secure, and supportive learning environments for all students
Standard 6: Family involvement	Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to involve families and other community members as active

	partners in their children's education
Process Standards	
Standard 7: Data-driven	Effective teacher professional development relies on rigorous analysis of data
Standard 8: Evaluation	Rigorous evaluations assess the impact of professional development on teaching and student learning
Standard 9: Design and teacher learning	*Effective professional development content and process reflect best practices in workplace learning and in-depth*

(Resource provided by ADE School Improvement Coach)

Action Taken/Results:

- Implemented staff development literacy program for new staff
- Implemented on site structured Staff Development and explicitly taught effective reading strategies.
- Supported new teachers in all facets of teaching and classroom management
- Continue to research effecting writing strategies and programs
- "Unwrap" writing standards and develop formative writing assessments
- Provided for staff training in using interactive technology
- Used staff development activities
    - Ensured that all staff development activities were aligned to student achievement goals and state standards
- Used the physical environment
    - Used bulletin boards to communicate AOE School's progress
    - Made sure that entry way signs and signboards reflected AOE priorities
- Used recognition activities
    - Identified strategies to recognize those activities and staff that support school improvement goals
    - Showcased at staff meetings promising practices in using data to monitor individual student progress or to inform instruction

VI. Family and Community Involvement:

As part of the AOE School Improvement Plan all parents were provided a copy of the written Parent, Family and Community Involvement policy, including the required Parent Compact. They were also provided 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.

- Implemented welcoming and meaningful open house and beginning of school activities for families
- Translate all school newsletters and documents into Spanish.
- Developed and improving the school website to facilitate parent communication. (Continuing progress)
- Provided periodic "family nights" tied to curriculum areas to improve academic achievement and improve family involvement. "Help @ Home"

VII. Developed Strategies for Keeping a Sharp focus: Keep the Focus on Student Achievement

The allocation of time has become one of the truest tests of what is really important in our school organization. The time we are able to devote to an issue on both the annual calendar and within the daily schedule continues to tell our Staff, students and community what we really value as a school. The following lists of strategies summarize many ideas already presented but most importantly they identify how we have vowed to keep a sharp focus on becoming a school of excellence.

Action/Results:

- Using regularly scheduled time with staff (Monday Meeting, to include subject matter and team time for student achievement.)

    a. Identified on the monthly school calendar, work that will be completed during staff, team, and department meeting times to examine student work and monitoring data
    b. Planed monthly staff meeting agendas that focus on evidence of learning of student achievement
    c. Structured team meetings to focus on an examination of student work
    d. Defined end products for ongoing team meetings that focus on student learning
    e. Carefully monitored the percent of meeting time we spent on student achievement versus other topics
    f. Still need to find other forums for delivering administrivia

- Using written and oral communications
    a. Included staff progress updates on your school improvement goals (Board and Staff Meetings)
    b. Use back-to-school paperwork, end-of-year paperwork, and other correspondence to staff and parents to focus on school improvement goals and progress
    c. Ensured that expectations and priorities given orally to staff are also given to them in a written format for later reference

d. Monitored PA announcements to ensure they promote school achievement priorities

- **Planning Individual and Classroom Goals and Activities** Once the evidence (AIMS, DIBELS etc.) has been examined and interpreted; the teacher can identify the strengths, needs and progress that a student has made. The teacher will then use the evidence to:
  - Identify concerns
  - Plan appropriate follow-up
  - Make referrals
  - Plan interventions or enrichment
  - Create intentional activities to address needs
  - Plan appropriate support for next steps in development
  - Reflect and analyze follow-up or interventions or enrichment

VIII. Allocated Resources:

A primary role for the school leadership team is to allocate resources wisely, integrating funding streams when possible. Allocating resources has been perhaps one of the most challenging tasks that the Academy of Excellence has had to from school reform to sustaining improvements. The challenge is less daunting if the prize — student learning — is always out in front. However we have not always seen more money equal more learning. When everyone's goal is improved student learning, resource decisions are no less difficult, but the choices have been clearer.

To sustain improvement, AOE has had to devote sufficient resources to fully implement priority goals before moving on to others. The AOE staff knows that improvements that are only partially implemented or implemented without the necessary support cannot be sustained. We have had sufficient support through ADE Professional development to obtain better awareness how to allocate resources effectively to lead to long-term accomplishments of AOE academic goals rather than short-lived success.

To use financial resources wisely, AOE Administration acted with due diligence to understand guidelines for combining various funding streams. In particular, AOE Administration is familiar with federal regulations that allow funds to be combined to support school improvement. For example, ***AOE utilized Title I and Title II, Title III, School Improvement, 301B, ARRA, and 21st Century Community Learning Centers funds to support the purchase of student materials, classroom supplies, teacher and paro-professional tutoring personnel, technology assisted learning, and professional development activities that increase teachers' knowledge and use of research-based strategies for teaching reading and math.*** Combining these funds was a good strategy for sustaining improvement because it allowed our money marked for special programs to be redirected to support the school's overall academic priorities. (See PMP for current fund allocations)

DATA-DRIVEN INSTRUCTION & ASSESSMENT RUBRIC

The rubric is intended to be used to assess the present state of data-driven instruction and assessment in a school. The rubric specifically targets interim assessments and the key drivers leading to increased student achievement.

4 – Exemplary Implementation 3 = Proficient Implementation 2 = Beginning Implementation 1 = No Implementation

DATA-DRIVEN CULTURE 1. Highly active **Leadership Team:** facilitate teacher-leader data analysis meetings after each interim assessment and maintain focus on the process throughout the year 2. **Introductory Professional Development**: teachers and leaders are effectively introduced to data-driven instruction—they understand how interim assessments define rigor and experience the process of analyzing results and adapting instruction 3. **Implementation Calendar:** Begin school year with a detailed calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching (**flexible** enough to accommodate district changes/mandates) 4. **Ongoing Professional Development:** PD calendar is aligned with data-driven instructional plan: includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs. 5. **Build by Borrowing:** Identify and implement best practices from high-achieving teachers & schools: visit schools/classrooms, share & disseminate resources/strategies	
ASSESSMENTS 1. **Common Interim** Assessments 4-6 times/year 2. **Transparent Starting Point:** teachers see the assessments at the beginning of each cycle; they define the roadmap for teaching 3. **Aligned to state tests and college readiness** 4. **Aligned to instructional sequence** of clearly defined grade level/content expectations 5. **Re-Assess** previously taught standards	
ANALYSIS 1. **Immediate** turnaround of assessment results (ideally 48hrs) 2. **User-friendly, succinct** data reports include: **item-level** analysis, **standards-level** analysis & **bottom line** results 3. **Teacher-owned** analysis facilitated by effective leadership preparation 4. **Test-in-hand** analysis between teacher(s) & instructional leader. 5. **Deep:** moves beyond "what" students got wrong and answers "why" they got it wrong	
ACTION 1. **Plan new lessons** collaboratively to develop new strategies based on data analysis 2. **Implement** explicit teacher **action plans** in whole-class instruction, small groups, tutorials, and before/after-school supports 3. **Ongoing assessment**: utilize in-the-moment checks for understanding and in-class assessment to ensure student progress between interim assessments 4. **Accountability:** instructional leaders review lesson/unit plans and give observation feedback driven by the action plan and student learning needs 5. **Engaged Students** know the end goal, how they did, and what actions they are taking to improve	
	Total ___/100

AOE Checklist for Identifying At-Risk Students and Interventions

1. Regularly review student progress toward mastering standards, noting students are struggling. If a student is achieving at a lower level than expected begin a two-week journal to reflect on fidelity of instruction.

2. During the two weeks of journaling, establish a baseline for the student's achievement in the area of concern. Start with the first assessment and do two more
    a. quick assessments to see if progress was made. Provide documentation with several
    b. samples of student work that shows a pattern of low achievement in the area of concern.
    c. Baseline Guidelines: Provide three assessment results and student artifacts (3) for those assessments. (Example: Test and notes from 2 conferences)
3. If the student is not making progress after these two weeks, take your journal to
    a. your team collaboration meeting to study the student data and classroom environment.

4. Write an intervention plan that includes:
    a. Changes in classroom instruction (There are ideas for interventions in this binder)
    b. Needed levels of improvement, baseline + expected increase
    c. Short-term goals
    d. Date for re-evaluation: four weeks from the time you begin implementing the 4-week intervention plan
    e. Send a copy to the Literacy Coordinator

5. Document teacher changes and curriculum adaptations. This could be a photocopy of your plan book showing the objectives taught. Include samples of student work that show the student's response to interventions (RTI).

6. If the student begins making progress again, continue with the adaptations. If the student is not progressing move to step 7.

7. Re-evaluate and meet with the school's Instruction team to make a plan and repeat steps 4 and 5.

8. If the student begins making progress again, just continue with the adaptations. If the student is not progressing move to step 9.

9. Follow the school's pre-referral team intervention recommendations.

INDIVIDUAL CURRICULUM ADAPTATION PLAN

Student: [redacted] Subject: Reading Comprehension IEP Plan: Intervention Strategies

QUANTITY	TIME	LEVEL OF SUPPORT
Due to [redacted]'s limited reading skills, he will need a Peer Buddy or Teaching Tutor to help him read assignments, quizzes, and tests.	He should not require additional time to complete his reading comprehension assignments, quizzes and tests due to his limited reading skills and the need for additional support to help him complete the assignment.	He will require support from a Peer Buddy or Teaching Tutor for his assignments requiring reading.
INPUT	**DIFFICULTY**	**OUTPUT**
[redacted] will require reading books with plenty of visual pictures to help him with his reading comprehension skills.	He will require reading books at his reading ability level as he progress in his reading skills. He reads at a Primer Level and is able to recognize simple three letter words within word families as well. For his tests or quizzes, the teacher could limit the amount of words on the test and use simple words that would be easier for him to read.	When [redacted] is taking tests, quizzes, or teacher assessments, he will be allowed to have the Teaching Tutor help him read the tests in a quiet corner of the classroom. [redacted] will be allowed to provide a simple sentence response to the best of his ability or he can dictate his response to the Teaching Tutor who will write his answers.
PARTICIPATION	**ALTERNATE GOALS**	**SUBSTITUTE CURRICULUM**
[redacted] has good verbal skills. When the class is working in small groups, he can be the one in the group to dictate a verbal response to the group activity, while another student in the group writes down the response.	N/A	N/A

GRADING

INDIVIDUAL CURRICULUM ADAPTATION PLAN

Student: [redacted] Subject: Basic Reading IEP Plan: Intervention Strategies

QUANTITY	TIME	LEVEL OF SUPPORT
Due to [redacted]'s limited reading ability, he should be given less reading material to read until he progress in his reading skills. The large amount of reading material could discourage him and prevent him from reading and completing the assignments.	Due to [redacted]'s limited reading ability and slow reading speed, he will require more time to complete his reading assignments.	In order to inspire [redacted] to read and complete his assignments, he will need a Peer Buddy or Teaching Tutor to read to and give him the support when he comes across a word he is unable to read.
INPUT	**DIFFICULTY**	**OUTPUT**
When [redacted] is expected to read assignments, he is to have reading material at his ability level. The reading material is to progress as his reading skills improve.	[redacted] may require adjustments in the words used in the tests and quiz materials. The words should be those he is familiar with and presented at his ability level as he progress in his basic reading skills.	As [redacted] reads, he is to read to the Teaching Tutor or Peer Buddy in a quiet corner of the classroom where there is little distractibility. The Teaching Tutor or Peer Buddy will listen to him read and provide any support when he comes across any words he doesn't know.
PARTICIPATION	**ALTERNATE GOALS**	**SUBSTITUTE CURRICULUM**
[redacted] can benefit and improve on his reading skills by reading in a *small* group with his peers. Since he has a great support from the students in his classroom, they can help by giving him the correct response to any words he may be unable to read. He enjoys working with Peer Buddies and this will give him the opportunity to be actively involved. He can also help if one of his classmates is unable to read a word. This can help his self-esteem.	N/A	N/A

GRADING

AOE Math Placement Matrix

Student_____ Grade_____

Please evaluate the student on each of the criteria listed below. Multiple the total score by 4. A student may receive a score of 1, 2, 3, 4, or 5 with 5 as the highest score for each criteria.

1 Almost Never 3 Sometimes 5 Almost Always

The student….

_____comes to class prepared (pencils, paper, book, etc.)

_____ completes homework (consistently, accurately, etc.)

_____ displays positive attitude (follows directions, best effort, etc)

_____ persists with difficult skills and concepts

_____ performs well on quizzes and tests

_____ Total x 4 = _____POINTS

Current Math Teacher:_____

Standardized Reading Score _____% rank Cog. Total Score _____

Criteria	Possible	Score	Weight	Total
Teacher Observation	20-100		10	
Class Average	0-100		10	
Test/Quiz Average	0-100		35	
Benchmark Exam	0-100		30	
Standardized Test Score	0-100		15	

Placement _____