**DEMONSTRATION OF SUFFICIENT PROGRESS**

**Aprender Tucson/Southside Community School**

**INDICATORS:** _X_Math _X_Reading **DURATION OF THE PMP:** Began August 2011 thru June 2014

## School Background and Introduction

Southside Community School ('SCS") was founded by a Pima County Deputy County Attorney. Christine Curtis volunteered to be the first Community Prosecutor in Arizona, and was assigned into one of the poorest, most gang infested, crime-ridden, and underserved neighborhoods in Tucson. What soon became apparent was the lack of educational opportunity in the neighborhood, as a major contributing factor to the misery. Graduation rates were appallingly low; and perhaps worse, many recent high school graduates were functionally illiterate. Drug abuse, child abuse, domestic violence, and homicide were all far too common. There were six homicides within a short six month period in just one small neighborhood. Tragically, the children were the primary victims in all of this. In spite of the negative influences, many of the residents were decent, hard working folks who wanted a better life for their children. At that time, none of the local children were allowed to attend the magnet middle school located in the neighborhood, they were all bused out. The local elementary school had an MAP of (-35). Parents sought a more responsive and respectful approach, and improved academics. Out of these concerns, our school was born: a community-based, 501c3 non-profit charter school.

142 students in Grades 6-7-8 attended our first year, 2001-2002.. On early assessments, only one child was at grade level. Most were several or more years below grade level. We decided to add lower grades in order to have a better chance at bringing the students to grade level, eventually becoming a K-9 elementary and junior high school in FY11. Our first task and academic emphasis was to improve reading scores, understanding that reading is foundational to all other learning. We have a Certified Reading Specialist on staff who has helped us make good progress in reading. Now we need to re-focus on math. We also focus on the whole child and family, recognizing that many of our students are hungry, or live in chaos, with no quiet place to do homework. Mental health issues, parents in prison, CPS caseworkers, homelessness, and worse, are all part of our everyday experience for the past twelve years. Yet we choose to be here, exactly where we are, to do something good for these disadvantages families.

We are not a strip-mall, for-profit charter school. We are located on a five acre campus, with playing fields, basketball courts, boys and girls sports programs (and trophies!) and computers -- a bona fide neighborhood school. Our students recite a Peace Pledge each morning after reciting the Pledge of Allegiance. We do not tolerate any gang activity or affiliation. Starting from the very first year, we have "ratcheted down discipline,

and ratcheted up academics" by which we mean that we add additional discipline expectations and additional academic expectations annually. The parents and students know this and support us. Classroom disruptions are down significantly in the past few years. We also early-on decided that "social promotions" were not in the best long term interests of most children. Our 98% NSLP Free Lunch eligible student body has grown to about 250. We have made enormous progress, academically and socially, since our initial year, increasing from 4% to 54% of all students Meeting and Exceeding on AIMS. In spite of the numerous challenges, we continue to do more. Each year staff reviews curriculum and makes decisions about the coming year's needs; each quarter staff analyzes Galileo math and reading assessments, and DIBELS scores, and then adapt instruction to increase student proficiency based on the analysis; we also survey staff Professional Development ("PD") needs, and provide requested PD as well as PD identified by the data analysis and the Executive Team (made up of the PD Coordinator, Junior High Lead Teacher, Elementary Lead Teacher, Principal, and Superintendent.) In order to apply the analysis to individual students, we use a case management style as we develop Individualized Learning Plans for ELLs, children with disabilities, and all other students working below grade level. We are encouraged to note that our Overall Rating of 61.25 was only 1.75 points from the score of 63 required to achieve a "Meets Standard" designation, and have all been working hard this year to map out a course to that designation, and then beyond Meeting to Exceeding.

## Response to Academic Performance Rating FY 2012

**1a. Overall Growth (Student Median Growth Percentile-SGP) Reading – MEETS & Math - MEETS**

**1b. Growth of the Lowest-Performing Students (Student Median Growth Percentile Bottom 25%) Reading – EXCEEDS**
**Math**

The student growth percentile of the lowest performing students in math totaled 46.5% in 2012. Our sustained improvement plan demonstrates evidence of increased student growth for students in the lowest 25% through implementation of a curriculum, a plan for monitoring integration of Arizona Academic Standards into instruction, a plan for monitoring and documenting student growth, and a professional development plan. Each classroom has been equipped with either Harcourt or Saxon Math curriculum materials, including a teacher's manual, full class set of text books & student workbooks, transparencies and manipulatives. In the fall of 2011, these were supplemented by the introduction of ETA/Cuisenaire Math for grades K-9, manipulative-based materials which included teachers' manuals, student workbooks and extensive manipulative kits (including a series of trainings and live webinars hosted by the school to provide teachers with opportunities to gain hands-on experience). Then, in the summer

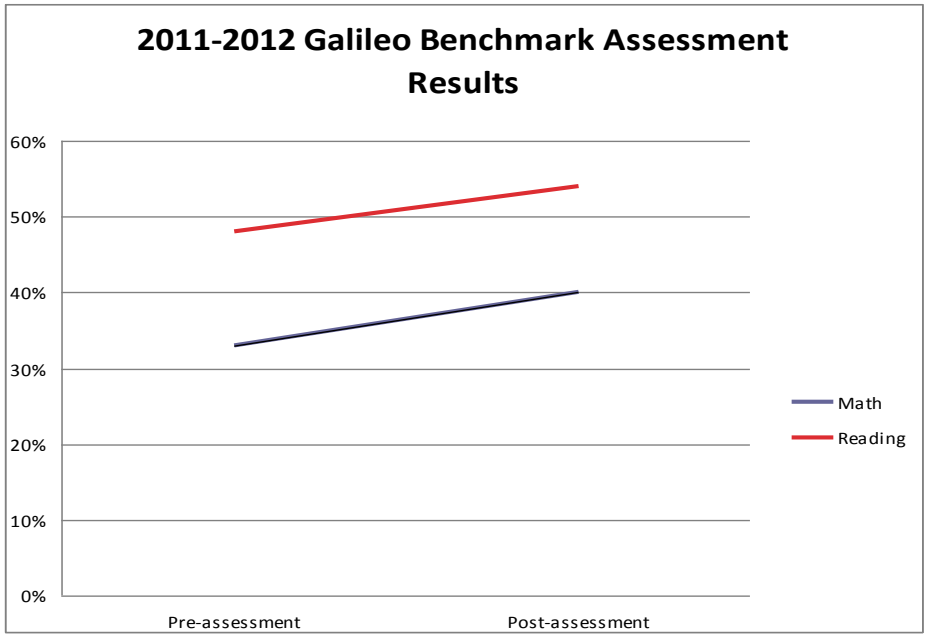
of 2012, incentives were offered for the development of a curriculum mapping team, given the responsibility of creating curriculum maps and pacing calendars for math grades K-9th, based on Common Core standards and mapped through "Curriculum Mapper" software. At the end of the summer, the team conducted trainings to familiarize instructional staff in the use of the maps and pacing calendars. (All grades were Arizona Common Core aligned for the 2012-2013 school year.) The same year, administration began to research a potential new math curriculum for elementary grades. Information was distributed to staff, who was encouraged to become familiarized with the various options and share feedback. After careful deliberation, purchase of a new Houghton Mifflin Harcourt Math curriculum, aligned with Arizona Common Core Standards, is scheduled for Fall 2013. Additional efforts to increase math proficiency and student motivation include the introduction, in 2011-2012, of an annual SCS Math Bee; 2012-2013 purchase of 30 iPads for tutoring use by teachers and students, 20 iPad minis for student group instruction use, iPhones to encourage increased communication between teachers and parents, two Promethean interactive white boards (including two professional development trainings for their use), and the creation of a Technology Commons Room for all grades.

Our plan for monitoring the integration of state standards into instruction includes holding teachers accountable to identifying standards on lesson plans, weekly uploads of plans to a common server which is monitored at regular intervals by lead teachers to ensure posts are complete. This expectation is reinforced in a Proposition 301 Performance Rubric, to which all teachers are held accountable, and outlines a number of expectations required to receive a percentage of annual pay. At the end of the year, teachers are evaluated based on successful completion of these expectations. Lead teachers also perform multiple informal, and a minimum of two formal classroom observations of each teacher in reading and math. Prior to each observation, performance expectations are communicated verbally and in writing to each teacher. Afterwards, teachers and supervisors sit down to exchange feedback to improve delivery of standards-based content.

Our plan for monitoring and documenting student growth includes the use of benchmark assessments, targeted intervention, and data analysis. In addition to weekly curriculum-based formative math assessments administered by teachers, Galileo and AIMSweb summative benchmark tests are administered three times annually to determine students' proficiency levels, academic needs, and quarterly growth. Between summative assessments, K-5 teachers and instructional aides conduct daily interventions to leveled math groups. Interventions include 1:1 and small group remediation daily either with a mainstream teacher or highly qualified paraprofessional, after school tutoring, Saturday school, summer school, and individualized learning plans. In addition, students are given opportunities to utilize the school's stationary and mobile computer labs to work on math programs, including during Saturday School and Summer School. Elementary and Junior High students use laptops in the classroom for increased engagement during math. Other past measures have included employing two professional tutoring agencies to target students in the FFB and Approaches

categories on the AIMS FAME scale, and students scoring below benchmark on Galileo or curriculum-based assessments. During this time, tutors came to the school to train staff and work with students. The chart that follows shows the improvement in student achievement scores in math and reading during the first year of implementation of the Galileo program.

In 2012-2013, instructional teams began to meet to exchange information in data team meetings, and support materials such as rubrics and questionnaires to guide thinking were distributed and discussed. Teachers began using data walls to group students according to academic profiles, and data spreadsheets were created and distributed to classroom teachers to help them track performance and improve planning. To facilitate the sharing of information, an online teachers' forum was also created, and school administration attended a series of trainings on Professional Learning Communities, the culmination of which will include the 2013 summer training of key staff members to implement PLC protocols during staff meetings next year. AIMS, Stanford 10, DIBELS benchmark and progress monitoring data, Galileo benchmarks and practice tests, class



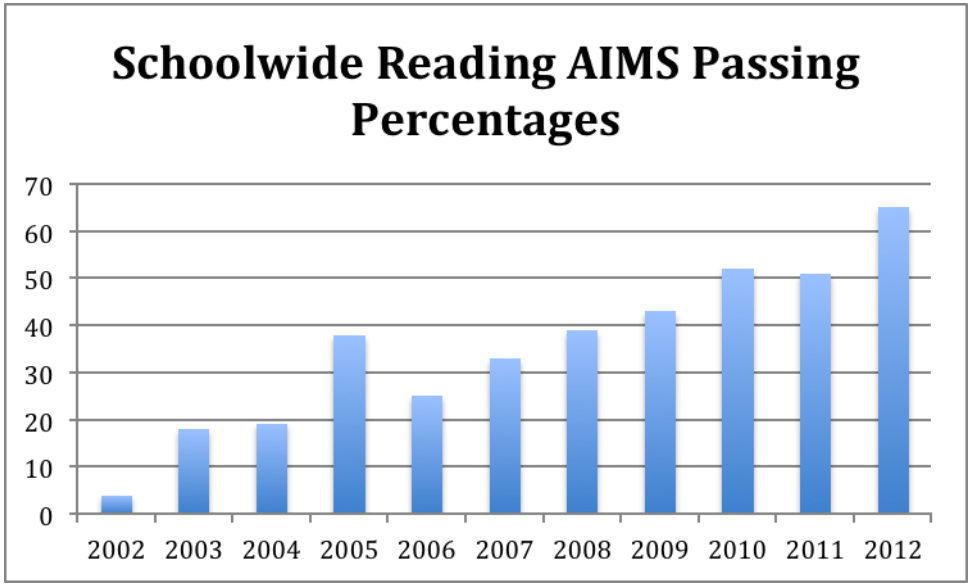

grades, interventions and teacher-student interactions are all considered in the data analysis process. Maintenance of data sheets is monitored each quarter by lead teachers who collect data regarding their interventions, including student groups and profiles, intervention focus, names of interventionists, and frequency and length of each intervention. During the year, these data are used to inform and improve instruction, supported by PD opportunities that correspond to needs identified through analysis. After each year, proficiency scores are analyzed and the Superintendent uses

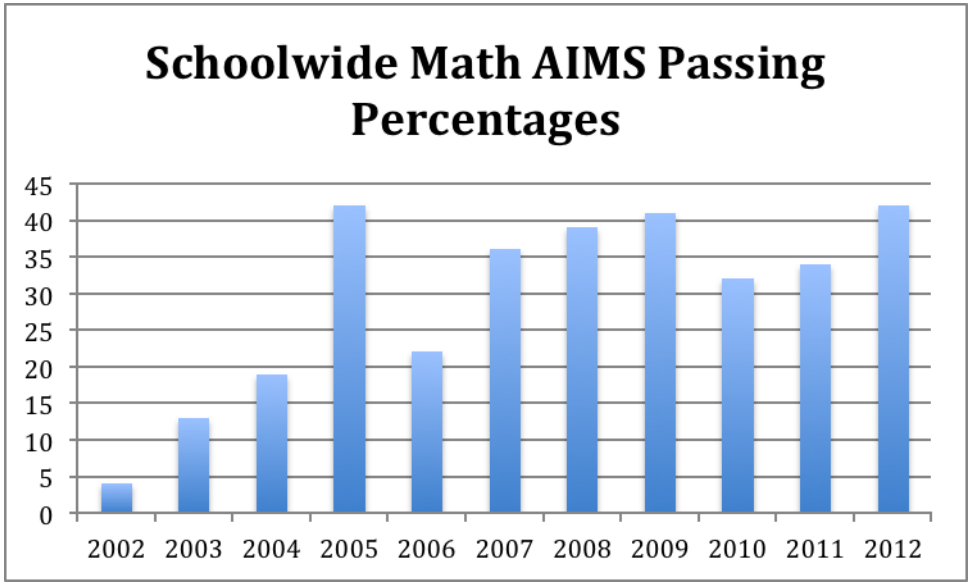
this data to categorize teachers into one of four performance classifications which, tied to pay and employment contracts, and filed permanently in each teacher's staff file, provides teachers additional incentive to improve.

To provide skills to teachers seeking to differentiate instruction based on data and individual student needs, SCS provides annual math professional development for staff. Training opportunities are selected through a combination of student data analysis, staff surveys and staff Professional Development Plans. Past trainings include *ETA/Cuisenaire, Curriculum Maps and Pacing Guides, Galileo Training* each year, *Promethian Board Use, Hands On Math from Educational Specialists, LLC, Data Analysis,* as well as 14 hours of *Mathematics Common Core Standards Workshop* from SAREC. Upcoming workshops already scheduled include *Professional Learning Communities, Student Motivation,* and *Common Core Standards Workshops Parts 2 and 3*.

**2a. Proficiency - Percent Passing – Reading & Math**

In 2011, 53% of SCS students Met or Exceeded on AIMS Reading, and 34% Met or Exceeded in Math. In math, this constituted moderate growth from the previous year, but reading reflected a slight drop. To address this inadequate growth and ensure higher performance the next year, various new measures were enacted (see above), leading to a 12 point jump in Reading scores, and an 8 point jump in Math scores in 2012, as demonstrated in the following charts. Similar measures have continued into the 2012-2013 academic year, per Galileo and Dibels, and new strides have been introduced which hold the promise of further improvement again this year: all teachers tutor Reading every Tuesday after school, and Math every Wednesday; annual Honor Roll Breakfast engages parents and students in acknowledging academic success; added daily Physical Education for Elementary students to improve brain function (JrHi always had daily PE); Spelling Bee, Math Bee, Geography Bee, Science Fair and Author Night all highlight academic achievement.






Southside Community School's sustained improvement plan includes evidence of increasing the percent of students passing the state assessment in reading and math through implementation of a curriculum that contributes to increased student proficiency, a plan for monitoring the integration of the Arizona Academic Standards into instruction, a plan for monitoring and documenting student proficiency, and a professional development plan. To address gaps in English proficiency and grade appropriate vocabularies, with an overall eye to maximizing reading scores, the school purchased the Hampton-Brown "Avenues" reading curriculum, a language literacy program aimed to support struggling readers and second language learners. The program provided teachers' manuals, student textbooks, workbooks, and web support to each class K-5. This curriculum is supplemented each year by teacher subscriptions to Reading A-Z leveled readers and materials, and Enchanted Learning.com. More recently, over the course of the 2011-2012 academic year, incentives were offered for the development of a curriculum research team who, composed of K-2 teachers, were responsible for researching and making recommendations for promising new reading curricula for their grades. In the summer of 2012, after much deliberation, and with the unanimous support of relevant staff, Houghton Mifflin Harcourt "Journeys" reading curriculum was purchased. At the same time, the school purchased Peer Assisted Learning Strategies (PALS), a reading intervention program designed to promote fluency and peer-supported learning for grades K-6. That summer, the curriculum team added on a few members, and took on the task of developing curriculum maps and pacing guides in reading for grades K-9th, based on Common Core standards and mapped through Curriculum Mapper software, to complement the adoption of the new curriculum and to support all teachers. The team also went on to develop curriculum maps for math,

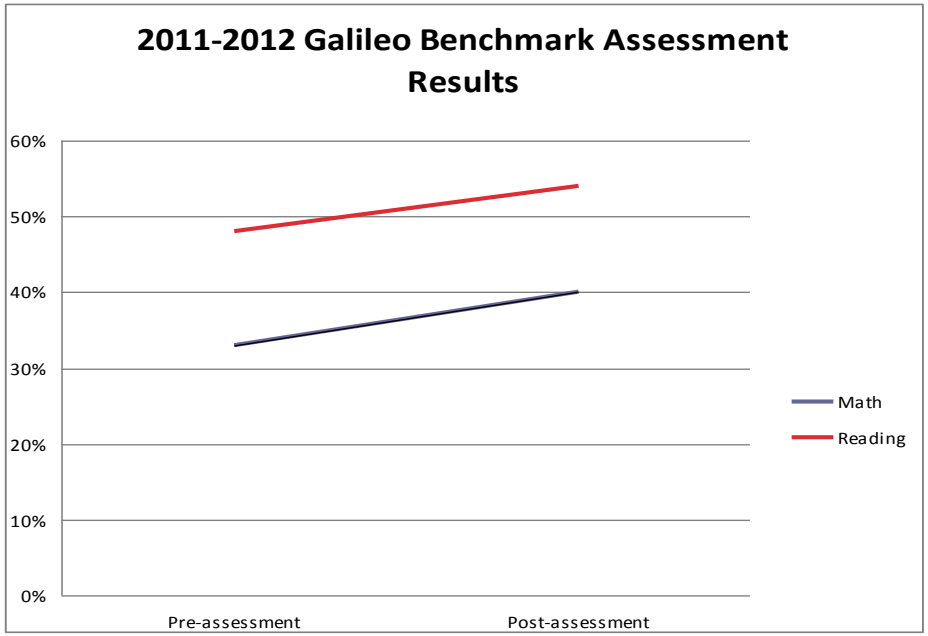
based on the Arizona Common Core and mapped using the same computer program, also for grades K-9th. At the end of the summer, they conducted trainings to familiarize all relevant instructional staff in the use of the maps.

For math, in addition to complete Harcourt or Saxon Math curriculum sets in each classroom, the fall of 2011 saw the introduction of ETA/ Cuisenaire Math, manipulative-based educational and supplemental materials including teachers' manuals, student workbooks and extensive manipulatives in K-9 classrooms. A series of trainings and live webinars followed the purchase to support teachers in effectively incorporating the program into their math lessons. In the summer of 2012, the school supported the development of K-9 curriculum maps and pacing calendars, created by a team of teachers who subsequently conducted training to remaining staff members. After much research and discussion, a new Houghton Mifflin Harcourt Math curriculum is currently anticipated for the 2013-2014 academic year. 2013 also saw the purchase of 30 iPads for tutoring use by teachers and students, 20 iPad minis for student group instruction, iPhones to encourage increased communication between teachers and parents, two Promethean interactive white boards (including two professional development trainings for their use), and the creation of a Technology Commons Room for all grades.

Our plan for monitoring the integration of Arizona State Standards into instruction includes holding teachers accountable to identifying standards on lesson plans, weekly uploads of lesson plans to a common server which is monitored at regular intervals by lead teachers to ensure posts are complete and continually updated. This expectation is reinforced through its inclusion in a Prop 301 Performance Rubric, to which all teachers are held accountable, and outlines a number of expectations required to receive a percentage of annual pay. At the end of the year, teachers are evaluated based on successful completion of these expectations. Lead teachers also perform multiple informal, and a minimum of three formal, classroom observations of each teacher in reading and math. Prior to each observation, performance expectations are communicated verbally and in writing to each teacher; following the observation, teachers and their supervisors sit down to exchange feedback and observations to improve delivery of standards-based content. Arizona Common Core Standards are now being fully implemented in all grades as of 2012-2013.

Our plan for monitoring and documenting student proficiency includes the use of benchmark assessments, targeted intervention, and data analysis. In addition to weekly curriculum-based formative math assessments administered by teachers, DIBELS, Galileo and AIMSweb summative benchmark tests are administered three times annually to determine students' proficiency levels, academic needs, and quarterly growth. Between summative assessments, K-5 teachers and instructional aides conduct daily interventions to leveled reading and math groups. Interventions include 1:1 and small group remediation daily either with a mainstream teacher or highly qualified paraprofessional, weekly after school tutoring, Saturday school, summer school, individualized learning plans, or pullouts with a reading specialist or highly qualified tutor. Students also have access to a

full, leveled library, and participate in the weekly library article-read-write program. In addition, students are given opportunities to utilize the school's stationary and mobile computer labs to work on educational programs, including during Saturday School and Summer School. Other past measures have included employing two professional tutoring agencies, and Book Pal volunteers, to target students in the FFB and Approaches categories on the AIMS FAME scale, and DIBELS Intensive students. During this time, tutors came to the school to train staff and work with students. SCS hosts Scholastic Book Fairs and Family Book Nights twice each year, all students receiving two free books at each fair to read to parents who visit classrooms. Author's Night has also been offered as an evening event for the past 6 years, for which all students spend several weeks designing original books to share with families. The school has participated in district/county-wide Spelling Bees for the past 7 years, and introduced an annual Math Bee in 2010. Teachers host Book Clubs in elementary and upper grades, and older students visit classrooms to mentor and read-aloud to younger children throughout the year. In the past, the school has also provided free evening adult ELL classes to encourage the use of English practice at home and increase parental involvement at school. The following chart shows the improvement in student achievement scores in reading and math during the first year of implementation of the Galileo program. Although complete data for the current school year is not yet available, student achievement scores on mid-year Galileo math and reading assessments show a 1% and 2% increase respectively from final benchmarks last year.



In 2012-2013, instructional teams began to meet to exchange information in data team meetings, and support materials such as rubrics and questionnaires to guide thinking were distributed and discussed. Teachers have begun using data walls to display and group students according to their academic profiles, and data spreadsheets were created and distributed to classroom teachers with the expectation that they would track performance and observe trends to improve planning and effectiveness of instruction. An online teachers' forum was also created as a sort of stage where teachers could share and access staff observations of and experiences with students in their own time, and school administration has attended a series of trainings related to Professional Learning Communities, the culmination of which will include 2013 summer training of key staff members to implement PLC protocols during staff meetings next year. AIMS, Stanford 10, DIBELS benchmark and progress monitoring data, Galileo benchmarks and practice tests, class grades, interventions and teacher-student interactions are all considered in the data analysis process. Maintenance of the data sheets is monitored each quarter by lead teachers. Over the course of the year, lead teachers collect ongoing data from teachers regarding their interventions, including student groups and profiles, the focus of each intervention, names of interventionists, and frequency and length of each intervention. During each year, these sources of data are used primarily to inform and improve instruction by teachers, facilitated by administration and supported by professional development opportunities that correspond to identified needs based on our analysis. At the end of each year, student proficiency scores are analyzed, and the Superintendent uses this data to organize teachers into one of four performance categories which, tied to pay and employment contracts, and filed permanently in each teacher's staff file, provide teachers additional incentive to improve. As a part of our efforts to raise academic standards and match new expectations set forth by the Arizona Common Core and PAARC assessment, SCS will move to DIBELS Next for 2013-2014.

To provide skills to teachers seeking to differentiate instruction based on data and individual student needs, SCS provides annual reading professional development for staff. Training opportunities are selected through a combination of student data analysis, staff surveys and staff Professional Development Plans. Past reading trainings include *Interventions for Reading and Writing, A New Reading Paradigm for Education, Increasing Student Interaction in a Balanced Literacy Model, SAILS and CCSS, Move On When Reading: Prevention and Retention, K-3 Literacy System That Works*, *Curriculum Maps and Pacing Guides*, *Galileo PD* each year, *Promethean Board Use, and Data Analysis,* as well as 14 hours of *ELA Common Core Standards Workshop* from SAREC. Math trainings include *ETA/Cuisenaire, Curriculum Maps and Pacing Guides, Galileo Training* each year, *Promethean Board Use, Hands On Math* from Educational Specialists, LLC, *Data Analysis,* as well as 14 hours of *Mathematics Common Core Standards Workshop* from SAREC. This training also focused on the PAARC assessment, and gave teachers opportunities to explore

its online resources in an open dialogue setting. Sample PAARC assessments and student writing samples have been provided to all teachers. In unfolding the new standards ahead of schedule, we hope to gain an edge and deepen our understanding of classroom strategies that will support increased student learning and be better prepared to meet the new test.

**2b. Proficiency - Composite School Comparison – Reading & Math**

Despite our efforts and gains over the years, our Composite School Comparison remains low: -16.3 for Math and -8 for Reading. We suspect our starting point of 4% passing AIMS and the challenges associated with our neighborhood have played a role, and recognize the achievement of now having 42% and 65% passing in Math and Reading respectively. Still, in order for increased improvement to occur, we must analyze data, reflect on instructional methods, and adjust the ways in which the services we provide are proving insufficient.

Southside Community School can demonstrate a sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading and math as compared to schools that serve similar populations through implementation of a curriculum that contributes to increased student proficiency for ELL and FRL, a plan for monitoring the integration of Arizona Academic Standards into instruction, a plan for monitoring and documenting ELL and FRL student proficiency, and a professional development plan that contributes to increased proficiency for these students. A significant portion of our student body, ELL students influence the materials purchased for teachers by the school. Reading curricula such as the Hampton-Brown “Avenues” series, and math curricula such as ETA/Cuisenaire Math and manipulatives were purchased with ELL students in mind, and the introduction of interactive Promethean Boards and iPads will add a new visual stimulus into classrooms which suffer from language barriers. The Journey’s curriculum by publisher Houghton Mifflin Harcourt is supplemented by complete sets of leveled readers and full-color oversized books that lend themselves to differentiated instruction and intervention for ELL and other subgroups. The PALS intervention program will also help to address gaps in basic reading skills, especially suited for second language learners with added phonics needs. With ETA/Cuisenaire Math fully in swing, a new Houghton Mifflin Harcourt Math curriculum is set for distribution to teachers at the start of 2013-2014, to be supplemented by relevant trainings to support its use.

Our plan for monitoring the integration of Arizona State Standards into instruction includes a requirement for standards-based lesson planning to be uploaded weekly onto a server and available for regular monitoring by team leaders. Arizona Common Core Standards are now being fully implemented in all grades and lesson plans as of 2012-2013, supplemented by 14 hours of teacher training this year, and more Common Core training already being written into Professional Development Plans for future years. In addition to AZ State Standards and CCSS, teachers are also

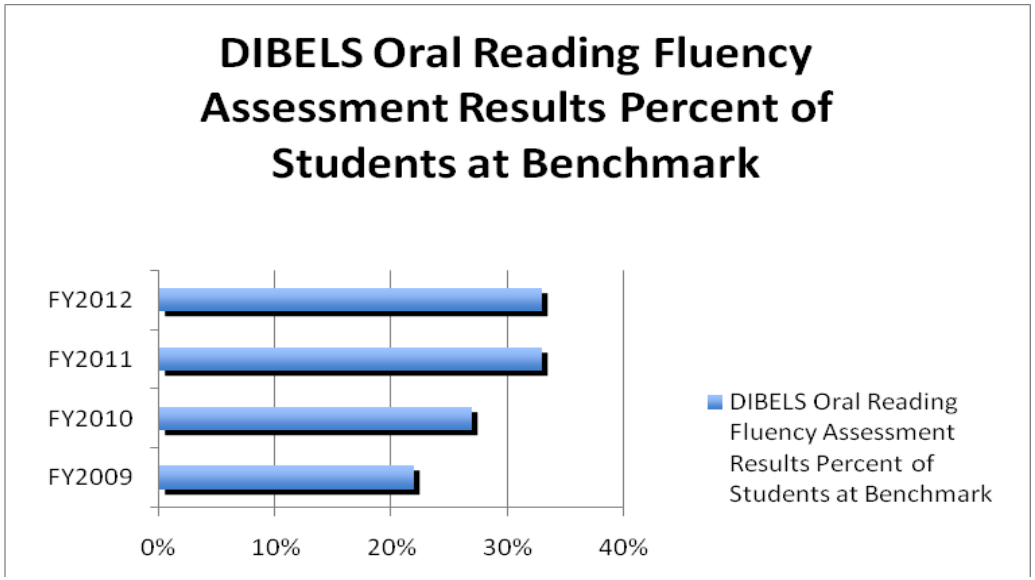
responsible for listing ELL Standards on lesson plans, as ELL students are monitored via Individual Language Learner Plans. ILLPs are written by teachers, collected and approved by the ELD Coordinator, and added to student files at the start of each quarter.

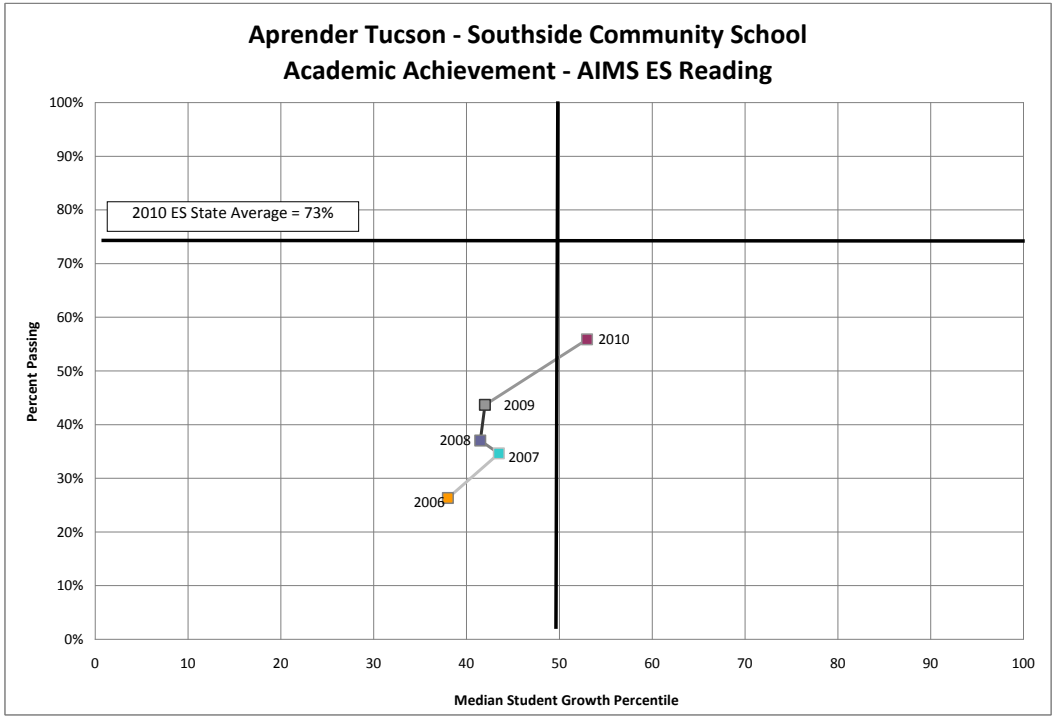
Our plan for monitoring and documenting student proficiency includes the use of benchmark assessments, targeted intervention, and data analysis. Students receiving Title I services include many of those in our ELD program and Special Education, plus students below grade level in math, reading and writing (based on school-wide assessments), and students not meeting benchmark on state standardized tests. These students are identified each year and provided with extra services such as math and reading pullouts with an instructional aide or intervention specialist, after-school math and reading tutoring, Saturday School, Summer School, and Individual Learning Plans to help them achieve academic gains. Benchmark assessments include DIBELS, Galileo, AIMSweb, Stanford 10 and AIMS. Formative assessments include weekly curriculum-based assessments, weekly DIBELS progress monitoring, and Galileo practice tests. In response to formative assessments, K-5 teachers and instructional aides conduct daily interventions to leveled reading groups. Students also have access to a full, leveled library, and participate in the weekly library article-read-write program. In addition, students are given opportunities to utilize the school's stationary and mobile computer labs to work on reading programs, including during Saturday School and Summer School. Other past measures have included employing two professional tutoring agencies, and Book Pal volunteers, to target students in the FFB and Approaches categories on the AIMS FAME scale, and DIBELS Intensive students. During this time, tutors came to the school to train staff and work with students. SCS hosts Scholastic Book Fairs and Family Book Nights twice each year, all students receiving two free books at each fair to read to parents who visit classrooms. ELL students also receive books during Family Book Nights. In the past, the school has also provided free evening adult ELL classes to encourage the use of English practice at home and increase parental involvement at school.

In planning interventions, instructional teams meet to exchange information in data team meetings, referring to data walls that display and group students according to their academic profiles. Data spreadsheets are used to collect achievement data and students' ELL, SPED or other status' to help teachers track progress. An online teachers' forum also serves as an information sharing platform. Over the course of the year, lead teachers collect ongoing data from teachers regarding their interventions, including student groups and profiles, the focus of each intervention, names of interventionists, and frequency and length of each intervention. During each year, these sources of data are used primarily to inform and improve instruction by teachers, facilitated by administration and supported by professional development opportunities that correspond to identified needs based on our analysis. At the end of each year, student proficiency scores are analyzed by the superintendent who uses this data to organize teachers

into one of four performance classifications which, tied to pay and employment contracts, and filed permanently in each teacher's staff file, provides teachers additional incentive to improve.

To provide skills to teachers seeking to differentiate instruction for learners with different needs, SCS provides annual professional development for staff. Training opportunities are selected through a combination of student data analysis, staff surveys and staff Professional Development Plans. Past ELL and trainings suitable for struggling learners include *English Language Development Strategies in Mathematics; ELLs, Academic Language and Comprehension; Powerful Strategies for English Language Learners; English Language Development Strategies; ELLs: Transitioning to Tomorrow; Academic Language and Comprehension Instruction for ELLs; Hands On Math for the ELL; Grammar Games for the ELD Classroom; Help! My ELLs Can't Make Those Sounds*; *Interventions for Reading and Writing, Increasing Student Interaction in a Balanced Literacy Model, Galileo PD* each year, *Promethian Board Use, Data Analysis*. Finally, teachers also had the opportunity to work closely with an Education Specialist and DIBELS Trainer 1-2 times a week for a year during FY2012, as she delivered workshops on DIBELS administration, monitored student progress and teacher uploads of progress monitoring data, and analyzed achievement data to guide 1:1 meetings with teachers and produce detailed written reports analyzing their effectiveness and providing suggestions for improvement. The following graph shows recent DIBELS Oral Reading Fluency Assessment Results for grades K-5. Although complete data for the current school year is not yet available, student mid-year DIBELS achievement scores are already showing a 9% increase from last year's final benchmark scores.


DIBELS Oral Reading Fluency Assessment Results Percent of Students at Benchmark
FY2012
FY2011
FY2010
FY2009
0%
10%
20%
30%
40%
DIBELS Oral Reading Fluency Assessment Results Percent of Students at Benchmark


Aprender Tucson - Southside Community School
Academic Achievement - AIMS ES Reading
2010 ES State Average = 73%
2010
2009
2008
2007
2006
Percent Passing
Median Student Growth Percentile
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
0
10
20
30
40
50
60
70
80
90
100

**2c. Proficiency - Subgroups: ELL, FRL and SPED**

SCS engages in a sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading and math in ELL and FRL through implementation of a curriculum that contributes to increased student proficiency for students in this demographic, a plan for monitoring the integration of the Arizona Academic Standards into instruction, a plan for monitoring and documenting student proficiency for students in this demographic, and a professional development plan.

Currently 98% of our student population qualifies for Free and Reduced Lunch, but we suspect that although a few parents decline to submit the paperwork, 100% are in fact eligible. This means that at least 98% of our students come from impoverished homes that lack important resources that contribute to academic success. Research has shown many home and income factors to significantly influence a child's success in school, including the parents' level of education, complexity of language spoken at home, value attributed to education, books in the home or a stable home environment, many of which our students lack. Since nearly 100% of our students participate in the Free and Reduced Lunch program, our AIMS proficiency scores in this category mirror those of our Percent Passing overall, i.e. 42% and 65% in math and reading respectively. Many of these students are eligible to receive Title I services. Students receiving Title 1 services include many of those in our ELD program and Special Education, students below grade level in math, reading and writing (based on school-wide assessments), and students not meeting benchmark on state standardized tests. These students are identified each year and provided with extra services such as math and reading pullouts with an instructional aide or intervention specialist, after-school math and reading tutoring, Saturday School, Summer School, and Individual Learning Plans to help them achieve academic gains.

A significant portion of our student body, ELL students influence the materials purchased for teachers by the school. Reading curricula such as the Hampton-Brown "Avenues" series, and math curricula such as ETA/Cuisenaire Math and manipulatives were purchased with ELL and special needs students in mind, and the introduction of interactive Promethean Boards and iPads will add a new visual stimulus into classrooms who suffer from language barriers. The Journey's curriculum by publisher Houghton Mifflin Harcourt is supplemented by complete sets of leveled readers and full-color oversized books that lend themselves to differentiated instruction and intervention for ELL and other subgroups. The PALS intervention program will also help to address gaps in basic reading skills, especially suited for second language learners with added phonics needs. With ETA/Cuisenaire Math fully in swing, a new Houghton Mifflin Harcourt Math curriculum is set for distribution to teachers at the start of 2013-2014, to be supplemented by relevant trainings to support its use. During 2013-2014, SCS will implement a new policy of classroom observations

performed by the ELL Coordinator and SEI teachers at multiple intervals over the course of each year to communicate our continued commitment to improving the growth and services we provide for ELL students.

Our plan for monitoring the integration of Arizona State Standards into instruction includes a requirement for standards-based lesson planning to be uploaded weekly onto a server and available for regular monitoring by team leaders. Arizona Common Core Standards are now being fully implemented in all grades and lesson plans as of 2012-2013, supplemented by 14 hours of teacher training this year, with more Common Core training already being written into Professional Development Plans for future years. In addition to AZ State Standards and CCSS, teachers are also responsible for listing ELL Standards on lesson plans, as ELL students are monitored via Individual Language Learner Plans. ILLPs are written by teachers, collected and approved by the ELD Coordinator, and added to student files at the start of each quarter.

New student screening forms are the first step in monitoring and documenting student proficiency in ELL, FRL and SPED subgroups, as many of these students have unique learning needs to support their success. Screening forms are submitted by teachers within 45 days of each new student's registration to check for specific needs or behaviors. Once special needs are identified, it is important for teachers to be familiar with students' ELL and special needs status in order to provide appropriate accommodations to maximize learning. Mainstream teachers meet with the SPED teacher and attend IEP meetings with students and families to keep abreast of changes in each student's accommodations and learning progress. SPED students often receive academic support such as 1:1 or small group instruction, pullouts with a specialist or tutor, after school tutoring, Summer School and Saturday School. The SPED teacher coordinates pullouts and learning standards with K-9 mainstream teachers, visits classrooms to monitor students, and maintains contact with families to ensure support at home.

Subsequently, the school tracks ELL and academic progress of all subgroups through summative and formative assessments, data collection, and team data planning and analysis. In planning interventions, instructional teams meet to exchange information in data team meetings using color-coded reports distributed to teachers and referring to data walls that display and group students according to their academic profiles. Data spreadsheets are used to collect achievement data and students' ELL, SPED or other statuses to help teachers track progress. Student information posted on data walls is organized into three tiers, identifying students at risk in fluency, comprehension, math and writing. Color coding also allows teachers to easily track students' vertical movement across tiers over time. In 2012-2013, instructional staff attended a series of trainings focusing on Literacy and Data Analysis. The presenter discussed formative assessments appropriate for diverse student profiles, and the means of administering them, and provided examples and both paper and digital materials to assist teachers in diagnosing specific student needs. Subsequently, she met with school administration to identify specific actions and resources recommended for the school to be more effective in the analysis of their data.

The AZELLA assessment is the source of data used to measure ELL achievement in English Language Development. Internal data from Southside's ELD program showed 66/121 ELL students, or 55%, were reclassified in the 2007-2008 school year. In the 2008-2009 school year, 68/138 ELL students (49%) were reclassified. The academic year 2009-2010 revealed 62/141 ELL students, or 44%, were reclassified and 24/73 ELL students (33%) were reclassified in the 2010-2011 school year.

Galileo is one of the primary sources of real-time, periodic student math and reading achievement scores available to teachers. Following test administration, the forms are scanned and assessment data is posted onto each class profile on the Galileo website in various forms: raw score, accuracy percentages, and proficiency levels ranked using the AIMS FAME scale. Instructional staff uses the majority of staff meeting time to group students based on these data, as well as considering more specific data from reports displaying student performance on individual standards and overall class trends. During this time, teachers identify students who are significantly and potentially at risk based on proficiency scores, and then organize those students into small groups based on similarities in specific academic needs (eg., making inferences, or number sense). The use of data walls to display this information allows teachers to compare trends across classes and grade levels, and to identify potential strengths and weaknesses of each teacher that will provide a basis for more effective collaboration. Once ranked, tier II and tier III interventions are designed to address the needs of each group through the application of available resources such as 1:1 and small group work with paraprofessionals, reading specialists, speech teachers, after-school tutoring, strategic pairing of students, individualized learning plans, or close monitoring by a teacher. Tier II students are identified as being less than one school year below grade-level, and receive intervention support 2-3 times per week for 30 minutes; tier III students are those more than one school year below grade-level who require significant intervention in order to achieve grade-level, and they receive services 5 times per week for one hour. Students are also ranked into tiers for fluency intervention based on 3 annual DIBELS benchmarks and frequent progress monitoring results. Tier II students are progress monitored every two weeks, and tier III students are progress monitored every week. Figures measuring WPM (words per minute), ISF (initial sound fluency), LNF (letter name fluency), PSF (phoneme segmentation fluency), and NWF (nonsense word fluency) are converted into a line graph for each student to determine monthly progress and individual trajectories. Accuracy, retell and teachers' notes based on observations during progress monitoring are also considered when grouping students. Data spreadsheets provide a convenient way of collecting various forms of data (Galileo, DIBELS, class grades, AIMS, Stanford 10, ELL status, special needs, etc.) into one document for easy reference and comparison. Finally, staff is also encouraged to survey students about classroom activities and specific concepts that are particularly effective or challenging to help gain insight into their experience.

Based on the Arizona Common Core, Galileo assessment results provide specific information regarding student and individual class performance on content and standards, helping teachers know what and how to re-teach, and which students can be grouped together according to academic needs, thus improving the effectiveness of interventions. Available in AIMS FAME scale format, Galileo results also provide a reference for how students can be expected to perform on the AIMS test each year, helping teachers maximize instructional time by targeting weak skills before testing. Upon analysis, Galileo results can be an important source of data when generating standards-specific assignments and quizzes from the Galileo website. We have observed that students tend to perform better on AIMS than Galileo tests, and conclude that Galileo must be a more rigorous assessment. We plan to continue this, as higher standards are placed on students by Arizona Common Core and in preparation for PAARC.

Southside's ELD program remains committed to helping students become proficient in English through enactment of a sustained professional development plan, ensuring SEI teachers are extensively trained with ELL and Round II trainings, and requiring all mainstream teachers to complete the full 90 hour SEI endorsement. Many ELL and SPED professional development opportunities are also provided by the school, including titles like *English Language Development Strategies in Mathematics; ELLs, Academic Language and Comprehension; Powerful Strategies for English Language Learners; English Language Development Strategies; ELLs: Transitioning to Tomorrow; Academic Language and Comprehension Instruction for ELLs; Hands On Math for the ELL; Grammar Games for the ELD Classroom; and Help! My ELLs Can't Make Those Sounds, Teaching Reading Standards in the Mainstream Classroom for Students on an ILLP; and Basics of Reading, Writing and Attention*. Beginning in the summer of 2013, SCS will work with a Special Education consultant, who is also a professor at the University of Arizona and Special Education teacher, who will write a formal job description and assist in the interview process for a new incoming Certified SPED teacher. Following the hiring process, the specialist will provide training and work closely with the new hire. Over the course of the year, the teacher will be responsible for having a strong presence in classrooms to support teachers in acquiring strategies for teaching SPED students, and expanding those specialized skills across all students as needed.

**3a. State Accountability & Overall Rating**

Southside Community School is committed to advancing a sustained improvement plan that includes evidence of increasing student growth and proficiency of all students. A score of 63 or better on the State Accountability Assessment indicates that a school MEETS the academic growth and achievement expectations set forth for it by the state. Our score of 61.25 is not far off from this benchmark, and we are hopeful that our recent and cumulative efforts will be met with the needed improvement. Recent action steps towards providing a curriculum that contributes to increased

student growth and proficiency include providing a new reading curriculum for grades K-3, planning for the introduction of new math curriculum, acquiring ETA/ Cuisenaire Math, PALS Reading Intervention Program, and the development of complete curriculum maps and pacing calendars for Arizona Common Core reading and math, with staff training. Recent action steps towards implementing a plan for monitoring the integration of the Arizona Academic Standards into instruction include Prop 301 Rubric expectations outlining weekly submission of standards-specific lesson plans, Galileo software resources that enable teachers to create standards-based practice assignments, 28 professional development training hours this school year, focused on familiarizing teachers with the new Arizona Common Core and how to integrate standards into teaching, and formal classroom observations and feedback. Recent action steps towards implementing a plan for monitoring and documenting increases in student growth include the introduction and annual training of Galileo software assessment and data reporting software, formation of data teams and data walls, data collection through the use of spreadsheets, creation of a teachers' online forum, DIBELS progress monitoring training with an Education Specialist, daily 1:1 and small group interventions by highly qualified instructional assistants, and pullouts with Speech and Reading Specialists and highly qualified tutors. Recent action steps towards enacting a professional development plan that contributes to increased student growth include staff surveys, Professional Development Plans, and annual professional development opportunities provided by the school in reading, math, ELL and SPED support strategies, Data Analysis, Professional Learning Communities, and Student Motivation.

Beginning in academic year 2013-2014, Professional Development will come more into focus as a new system for teacher evaluation is introduced. (Southside Community School Teacher Evaluation Framework) In preparation for the new framework, and in accordance with ADE guidelines, in 2010-2011, teachers began to be designated in one of four performance categories (Ineffective, Developing, Effective and Highly Effective) based in part on student achievement data on state and school-wide benchmark tests. These categories can affect whether contracts are renewed, what professional development and administrative support is offered in subsequent years, the design of individualized professional growth plans, and 40% of Prop 301 payout funding for teachers in each year since that time. The new teacher evaluation system, developed over the course of the 2012-2013 academic year, has been developed in alignment with the Arizona Framework for Measuring Educator Effectiveness, whereby teachers will be evaluated each year according to their teaching performance, multiple sources of student achievement data, and the successful completion of an individualized professional growth plan. Of these three components, a significant portion of the teaching performance element requires teachers to design and follow Arizona Common Core-integrated lesson plans. The new evaluation system will incorporate both pre- and post-observation conferences between teachers and their supervisors to communicate performance expectations, as well as a more comprehensive framework of accountability for teachers incorporating student achievement scores on state standardized tests. The school is currently in the process

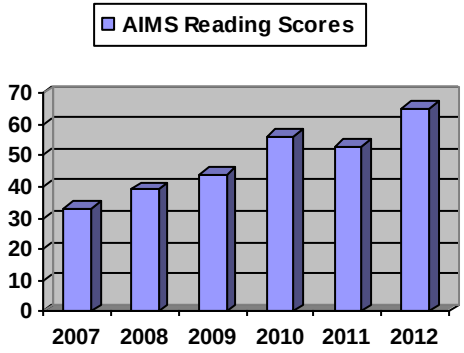
of developing standards-based benchmark assessments that are valid and reliable to ensure sources of data for evaluation of non-core teachers as well.

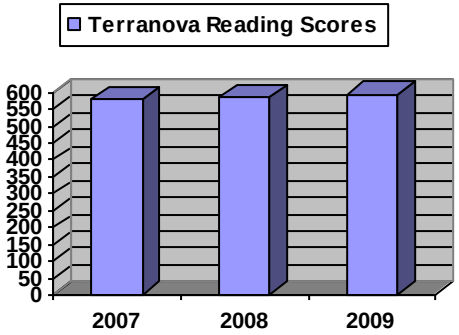
Given our current efforts, assessment data shows that reading proficiency growth scores, as compared with those of math, tend to be higher overall among Southside Community School students. This remains true even among the lowest-performing of them, whose 2012 benchmark growth scores “Exceeded”, at 66.5%, well above the school’s “Meets” average of 54%. Coupled with the already significant challenges presented by our neighborhood history, our school also serves a significant ELL population, a steady number of students receiving special education services, and nearly 100% qualifying for free or reduced lunch. We took on this challenge in full knowledge of the difficulties faced by our community, and prepared to address them. Many steps have already been taken to address deficiencies in reading proficiency, and as is evidenced through graphs and data in this document, much of our efforts have been rewarded by annual growth.

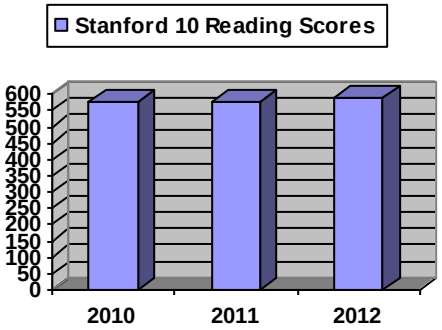
DIBELS data for grades K-8 throughout the 2007-2008 school year revealed overall student literacy growth in each grade. Data from the 2008-2009 school year showed overall student literacy growth in Kindergarten, First, Second, Third, Fifth, Sixth, Seventh, and Eighth grades. Data from the 2009-2010 school year revealed overall student literacy growth in K-5 (Sixth grade and above switched to AIMSweb that year) and DIBELS data from the 2010-2011 and 2011-2012 school year also showed overall student literacy growth in K-5. AIMSweb data from years 2009-2010 and 2010-2011 both showed positive literacy growth for grades 6-8. Though we are seeing literacy growth each year, we would like to see a higher percentage of academic growth each year. (Note: SCS used an online program to assess literacy growth for the 2006-2007 academic year and data from that program is not available due to staff changes.)

AIMS reading data from the 2006-2007 school year through the 2009-2010 school year showed great school wide growth, including a 12% jump as documented during the 2009-2010 school year. Following this growth was a slight decline of 3% for the 2010-2011 academic year. TerraNova reading data showed student reading scores increased from 2007 through 2009. Stanford 10 reading data showed a slight decline in

second grade students' reading scores from 2010 to 2011, but improvement again in 2012.




Student median growth percentiles are one area in which our efforts have met with increasing success: 51% at benchmark in math, and 54% at benchmark in reading for the 2011-2012 academic year. This marks considerable improvement from where we started at 4% Meeting on AIMS, and our highest achievement yet over the course of a continuing upward trend. Though student growth has been positive overall, 2010 and 2011 reflected declines in math and reading respectively, concerns that are currently being addressed in the PMP, and that began to show results already in 2012. Despite some setbacks, Southside Community School (SCS) earned the classification of a Performing Plus school in both 2010 and 2011 as designated by Arizona Learns, the Arizona Department of Education's heritage school accountability system. This classification was an improvement on the performance title previously earned by the school in 2007, 2008, and 2009. In addition, using the new ADE Letter Grade system, SCS improved from an initial grade of "D" in 2010-2011, to a grade of "C" for the 2011-2012 school year. We are hopeful of achieving the "B" letter grade in the coming year.

Southside Community School's long-term reading and math goals include improving student achievement to Meet or Exceed on the Arizona State Board for Charter School's Adequate Academic Performance rating. SCS will create strategies to meet or demonstrate sufficient progress toward the state average percent proficient in reading and math on the state assessment and continue having a student growth percentile aligned with the state median growth percentile in reading and math. Strategies to accomplish our goals include enhanced: curriculum development, alignment with state and Common Core standards, data analysis and intervention, and professional development.