**Demonstration of Sufficient Progress**

**DSP Report**

**Charter Holder Name:**
**School(s):**
**Date Submitted:**
**Purpose of Demonstration of Sufficient Progress** *(check one):*

☐ Annual Monitoring
☐ Interval Review
X☐ Renewal
☐ Failing School
☐ Expansion Request

**Academic Dashboard Year** *(check all that apply)*:

X☐FY2013
X☐ FY2014

**Directions:**

A. Locate and download "Demonstration of Sufficient Progress Process and Instructions" from the Board's website or the Help files on ASBCS Online. Read the instructions carefully and view the DSP Online Technical Assistance presentation before starting.
   a. To locate the "Demonstration of Sufficient Progress Process and Instructions" on the Board's website:
      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Demonstration of Sufficient Progress" section.
      vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

   b. To locate the "Demonstration of Sufficient Progress Process and Instructions" on ASBCS Online:
      i. Go to ASBCS Online (http://online.asbcs.az.gov)
      ii. Log in using the user name and password of the Charter Representative
      iii. If you do not remember your password, locate the "Forgot Password" icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator (charterschoolboard@asbcs.az.gov) with instructions.
      iv. Locate the "Help" section of the Dashboard.
      v. Select "Online Help"
      vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

   c. To locate the DSP Online Technical Assistance presentations on the Board's website:
      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Demonstration of Sufficient Progress" section.
      vi. Locate and click the link for the DSP Online Technical Assistance presentation you wish to view.
   d.

B. Complete the template by providinga clear and concise written answer for each question. The suggested word count is no more than 400 words per question. In addition, list the names of all documents that serve as evidence of implementation of the process described in the answer. Reference evidence listed in the Charter Holder's Performance Management Plan when listing evidence of implementation.

**Area I: Data**

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard.[1] The Charter Holder must copy and paste the entire Data area for each school.

School Name: Southside Community School

| Dashboard Ratings for All Measures | | | | | |
|---|---|---|---|---|---|
| **Measure** | **Prior Year Dashboard** | | **Current Year Dashboard** | | **Data Required for Report** |
| | **Meets Exceeds** | **Does Not Meet Falls Far Below No Rating** | **Meets Exceeds** | **Does Not Meet Falls Far Below No Rating** | |
| Student Median Growth Percentile (SGP) – Math | | **Does Not Meet** 38 | | **Does Not Meet 43.5** | X |
| Student Median Growth Percentile (SGP) – Reading | | **Does Not Meet 40** | | **Does Not Meet 45.5** | X |
| Student Median Growth Percentile (SGP), Bottom 25%,- Math | | **Does Not Meet 38** | **Meets** 57.5 | | X |
| Student Median Growth Percentile (SGP), Bottom 25%,- Reading | | **Does Not Meet43** | **Meets** 50.5 | | X |
| Improvement – Math (Alternative High Schools Only) | NA | NA | NA | **NA** | |
| Improvement – Reading (Alternative High Schools Only) | NA | NA | NA | **NA** | |
| Percent Passing – Math | | **Falls Far Below** 35.6 / 64.2 | | **Falls Far Below** 40.8 / 63 | X |
| Percent Passing – Reading | | **Falls Far Below** 60.2 / 78.4X | | **Does Not Meet** 68.5 / 78.4 | X |
| Subgroup, ELL – Math | | **Does Not Meet** 21.6 / 39.7 | | **Does Not Meet** 30.6 / 38.7 | X |
| Subgroup, ELL – Reading | | **Does Not Meet** 43.2 / 50.5 | | **Does Not Meet** 50 / 50.4 | X |
| Subgroup, FRL – Math | | **Falls Far Below** 35.9 / 54.8 | | **Falls Far Below** 40.8 / 52.7 | X |
| Subgroup, FRL – Reading | | **Falls Far Below** 59.8 / 71 | | **Does Not Meet** 68.5 / 70.5 | X |
| Subgroup, students with disabilities – Math | | **Does Not Meet** 23.1 / 24.9 | | **Does Not Meet** 5.6 / 22.9 | X |
| Subgroup, students with disabilities – Reading | | **Does Not Meet** 30.8 / 38.5 | | **Does Not Meet** 16.7 / 37.7 | X |
| High School Graduation Rate | NA | NA | NA | NA | |
| Academic Persistence (Alternative Schools Only) | NA | NA | NA | NA | |

| Data for All Applicable Measures and Subgroups |
|---|

[1] If the Charter Holder is completing the DSP process as part of an amendment or notification request, follow the directions provided in the amendment or notification instructions.

1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

Directions: Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide comparative year-over-year data and analysis generated from valid and reliable assessment sources that demonstrates and evaluates the change in academic performance for all required measures for at least the two most recent school years. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board's academic expectations and must:

- clearly label all data to demonstrate which measure(s) it addresses,
- provide data generated from valid and reliable assessment sources,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

Southside Community School ("SCS"), which was founded by a Pima County Community Prosecutor in a very high crime, low income, neighborhood on the south side of Tucson, has made overall progress both socially and academically for 13 years. We have always stressed English language acquisition, and are succeeding at reclassifying our ELLs. We have always stressed non-violent conflict resolution, and have created a safe campus environment. We are one of only four Traditional Charters in the entire State of Arizona which have an FRL population of 98% or higher, and the only Traditional Charter School in Pima County having an FRL population of 98% or higher. With a challenging population, we have generally trended upwards academically for 13 years. (Please see 2002-2014 Math and Reading charts below) Our standardized test scores have risen from our first year (FY02) low of 4% passing in Reading and Math, to the current FY14 Proficiency/Percent Passing of 40.8% in Math, and 68.5% in Reading. Of the total of 12 measures included on the Academic Performance Dashboard, Southside Community School improved on 10 measures between 2013 and 2014:

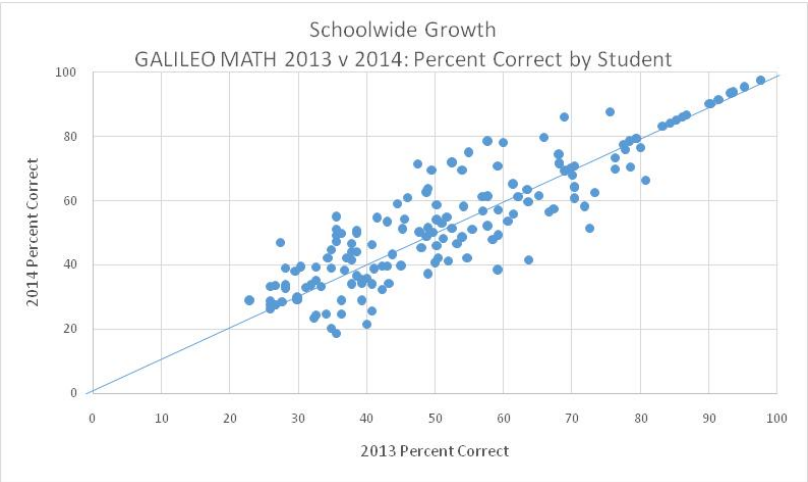
GROWTH - SGP Math and Reading; SGP Bottom 25% Math and Reading;
PROFICIENCY - Percent Passing Math and Reading; Subgroup ELL Math and Reading; Subgroup FRL Math and Reading.

None of our 3rd Graders were Falls Far Below in Reading in 2014, and even though our students are predominantly Hispanic, we have annually reclassified ELLs at the ADE required rates, and thereby reduced our ELL population significantly. While making progress, we acknowledge and fully understand that we still have hard work to do to support all of our students into the "green" of Meets and Exceeds on our Academic Performance Dashboard. We have therefore engaged the Quality Schools Program to provide targeted coaching and instructional support. Based on our prior year's progress, and that our students do better the longer they stay at SCS, we believe that if granted Renewal, we will continue our upward academic achievement trajectory, and continue to serve as a strong community partner in our neighborhood. We are a genuine neighborhood school, with a five acre campus. We put a very high percentage of our State and Federal resources into the classroom and student support programs, and have a very low Administration to Instruction ratio. Our closure would be a huge loss to our 224 students and their families, many of whom have trusted us with their children from Kindergarten through 8th and 9th Grades. We present the following data and information about our programs and processes in support of Renewal. Thank you very much for considering our Application.

**1. Growth**

**1a. SGP – Math data**

The median overall SGP for AIMS math in 2014 at SCS was 43.5, up 5.5 growth points from the previous year at 38.

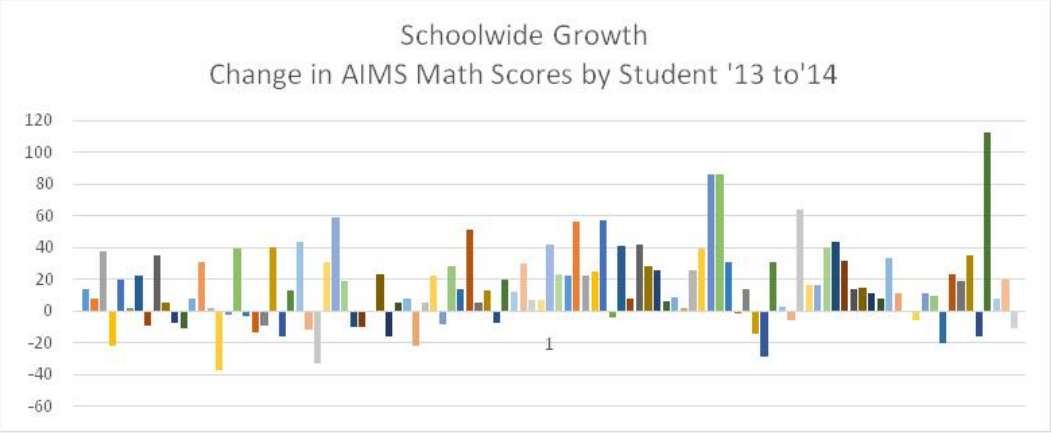



This scatter plot graph was composed using the percent correct score of each student in 2013 as the x-axis value and the percent correct score in 2014 as the y-axis value.

The Galileo test was administered four times for Kinder through 9th Grade each year. The student's percent correct score for the year was created using the average of the student's percent correct from each of those four times.

Dots above the line indicate students that had a higher percent correct score in 2014 than in 2013.

53% of students improved their performance from 2013 to 2014. The average percent correct changed by +0.8% between 2013 and 2014.

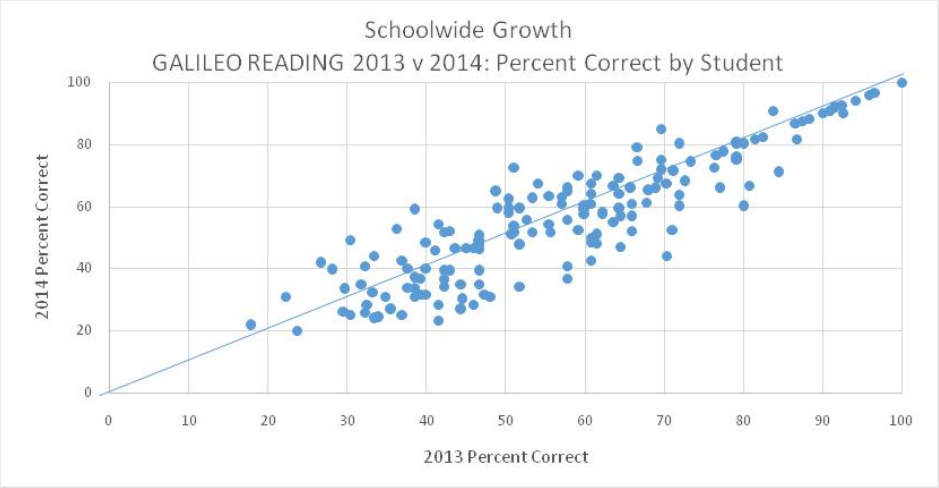



The bar graph is composed by taking the difference between the students 2014 AIMS Math scale score and their 2013 AIMS Math scale score. Positive values indicate positive score growth and negative values indicate the opposite.

74% of the students who took the AIMS at our school improved their math score. The average change in scale score was +15.2.

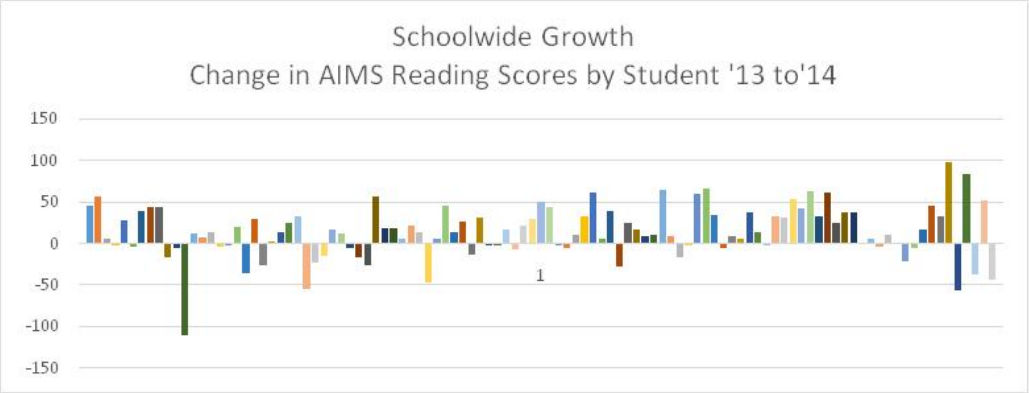
**1a. SGP – Reading data**

The median overall SGP for reading in 2014 at SCS was 45.5, as measured by 2014 administration of AIMS, up 5.5 growth points from the previous year at 40.




This scatter plot graph was composed using the percent correct score of each student from 2013 as the x-axis value and the percent correct score from 2014 as the y-axis value. The Galileo test was administered four times for Kinder through 9th Grade each year. The student's percent correct score for the year was created using the average of the student's percent correct from each of those four times. Dots above the line indicate students that had a higher percent correct score in 2014 than in 2013.

44% of students improved their performance from 2013 to 2014.

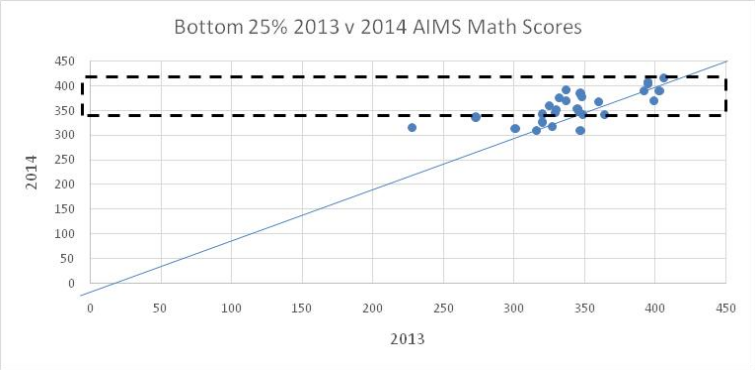



This bar graph is composed by taking the difference between the student's 2014 AIMS reading scale score and their 2013 AIMS Reading score. Positive values indicate growth and vice versa.

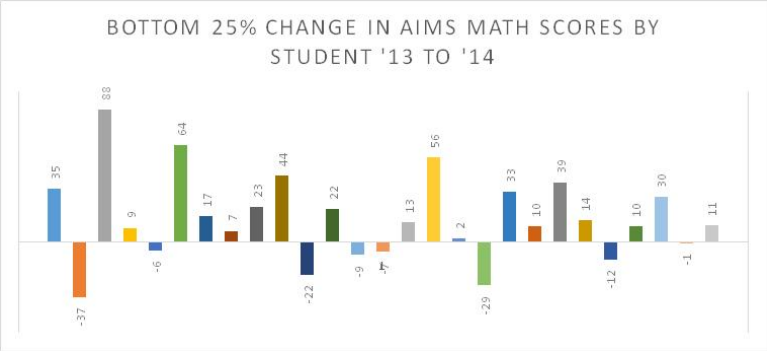
68% of our students who took the AIMS improved their reading score between 2013 and 2014. The average change in scale score was +14.1.

**1b. SGP Bottom 25% – Math data: MET PERFORMANCE GOAL 2014 (DID NOT MEET 2013)**

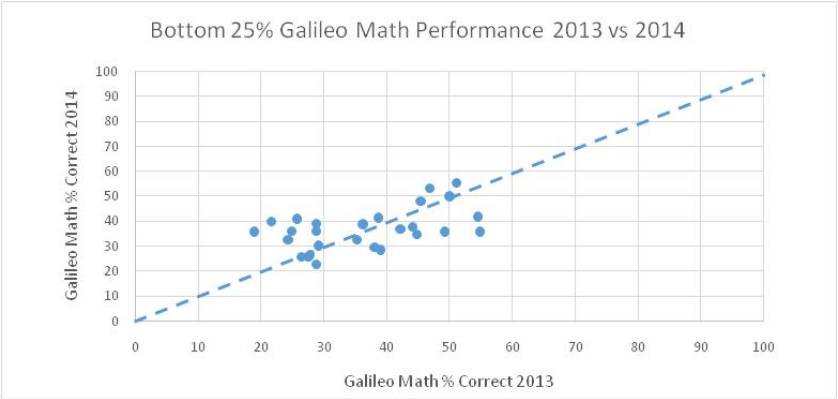
The median overall SGP for reading in 2014 at SCS was 57.5, as measured by 2014 administration of AIMS, up 19.5 growth points from the previous year at 38. Growth this year is a reflection of our increased focus in 2014 on improving the performance of students in the bottom 25% by ensuring more consistent and effective systems of support, such as a focus on data collection, tracking and analysis, professional development and targeted academic interventions.




This graph was composed by using each student's 2013 AIMS Math scale score as the x-axis value and their 2014 AIMS math score as the y-axis value. Dots above the line indicate a student received a higher math score in 2014 than in 2013. The dotted black rectangle indicates the approximate passing range for 2014. The lower edge is the 3rd grade passing score which was 347 and higher. The upper edge represents the 8th grade passing score which is 426. SCS Met the Board's Performance goals for this measure in 2014, an improvement over 2013 when we did not Meet.




This bar graph is composed by taking the difference between the students 2014 AIMS Math scale score and their 2013 AIMS Math score. Positive values indicate positive score growth and vice versa. 70% of the bottom 25 percent students improved their math scores between 2013 and 2014. The average change in scale score was +14.9, which demonstrates growth in line with the rest of the school.

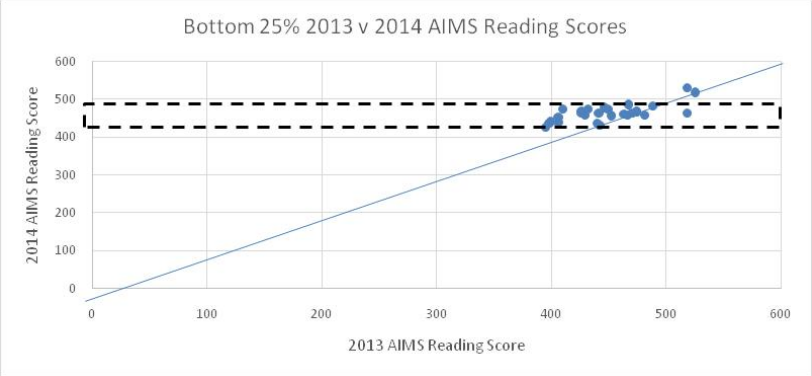



The scatter plot graph was composed using the percent correct score of each student from 2013 as the x-axis value and the percent correct score from 2014 as the y-axis value. The Galileo test was administered four times for Kinder through 9th Grade each year. The student's percent correct

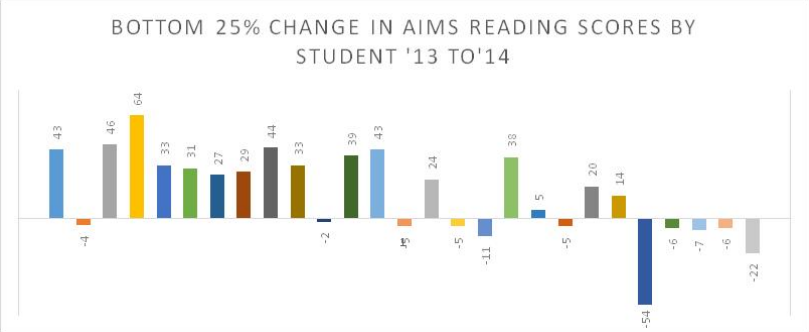
score for the year was created using the average of the student's percent correct from each of those four times. Dots above the line indicate students that had a higher percent correct score in 2014 than in 2013. 52% of the bottom 25 percent students improved their percent correct scores.

**1b. SGP Bottom 25% – Reading data: MET PERFORMANCE GOAL 2014 (DID NOT MEET 2013)**

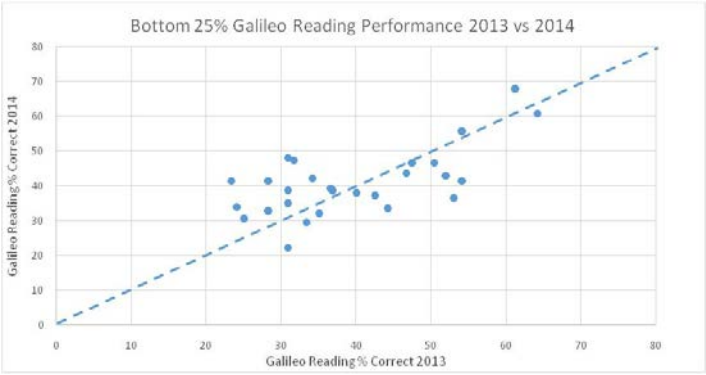
The median overall SGP for reading in 2014 at SCS was 50.5, as measured by 2014 administration of AIMS, up 6.5 growth points from the previous year at 43. In 2014 we increased focus on data collection, tracking and analysis, professional development and targeted academic interventions.




The graph was composed by using each student's 2013 AIMS Reading scale score as the x-axis value and their 2014 AIMS Reading scale score as the y-axis value. Dots above the line indicate a student received a higher reading score in 2014 than in 2013. The dotted black rectangle indicates the approximate the passing range for 2014. The lower edge is the 3rd grade passing score which was 431 and higher. The upper edge represents the 8th grade passing mark which was 499.




The bar graph is composed by taking the difference between the students 2014 AIMS Reading scale score and their 2013 AIMS Reading scale score. Positive values indicate positive score growth and vice versa. 59% of the bottom 25 percent students improved their reading scores between 2013 and 2014. The average change in score was +15.0.

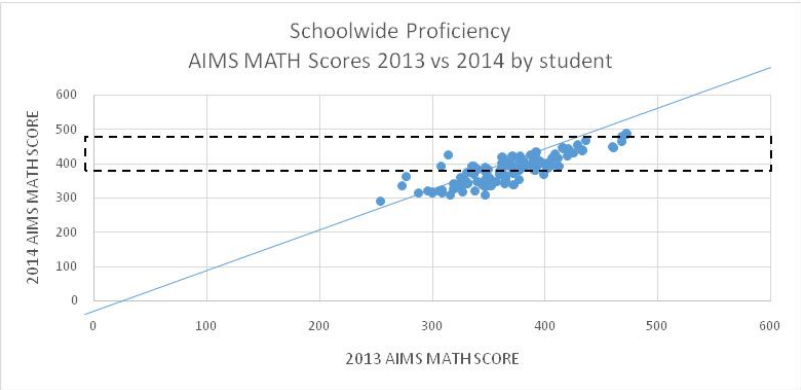



The scatter plot graph was composed using the percent correct score of each student from 2013 as the x-axis value and the percent correct score from 2014 as the y-axis value. The Galileo test was administered four times for Kinder through 9th Grade each year. The student's percent correct score for the year was created using the average of the student's percent correct from each of those four times. Dots above the line indicate students that had a higher percent correct score in 2014 than in 2013. 48% of the bottom 25% students improved their percent correct score on the reading portion of the Galileo Test. This is 4% better than the school at large.

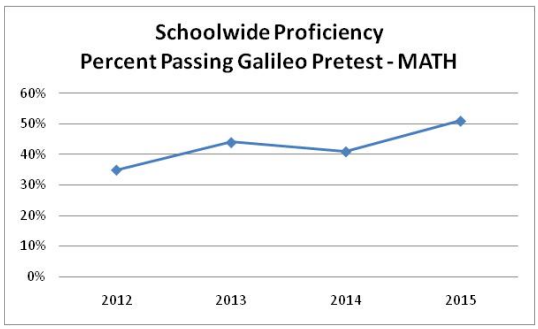
**2. Proficiency**

**2a. Percent Passing – Math data**

The percent passing AIMS math in 2014 at Southside Community School was 40.8%, up 5.2 percentage points from the previous year at 35.6%.




This graph was composed by using each student's 2013 AIMS Math scale score as the x-axis value and their 2014 AIMS math score as the y-axis value. Dots above the line indicate a student received a higher math score in 2014 than in 2013. The dotted black rectangle indicates the approximate passing range for 2014. The lower edge is the 3rd grade passing score which was 347 and higher. The upper edge represents the 8th grade passing mark which was 426.



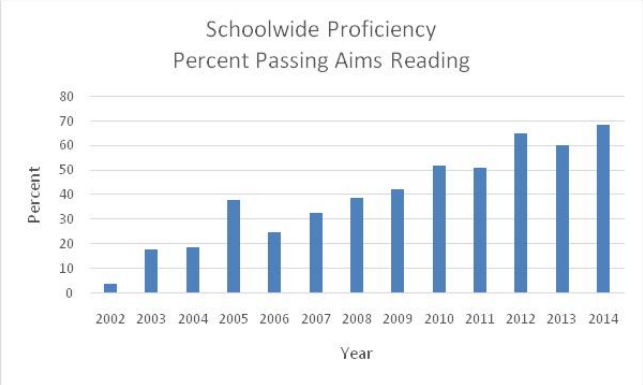

The line graph above shows the percentage of total students who have passed the Galileo math pretest each year since the test was first introduced at our school during the 2011-2012 academic year. Two of the three subsequent years that Galileo tests have been administered, the percentage of students passing the pretest in August has increased. In 2012, 35% of tested students passed the math pretest, followed by 44% (a 9 percent increase) in 2013. A slight drop in 2014 at 41% (down three percent over the previous year) was followed by an increase this year at 51% (a 10 percent increase). Year over year, continuing students are starting off more prepared, with higher pretest scores. If we can increase levels of re-enrollment within the school from year to year, we anticipate continued increases in pretest scores and proficiency in math.

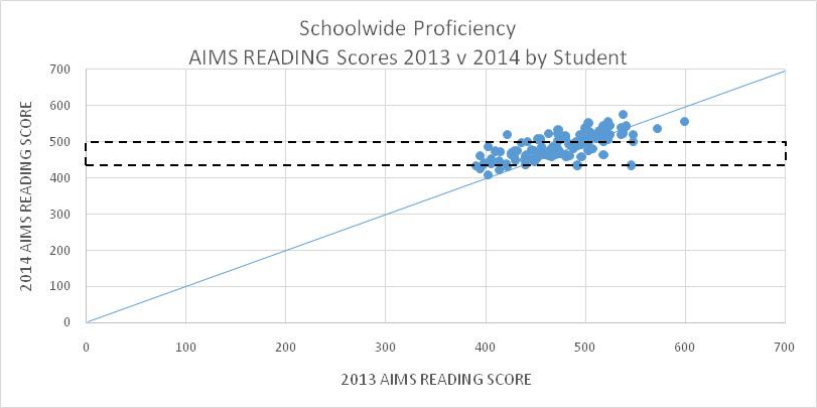
| AIMS Math Performance of New vs. Continuing Students | | | | | |
|---|---|---|---|---|---|
| | FFB | A | M | E | Pass |
| **2013** | | | | | |
| New Students | 51.70% | 31.00% | 17.20% | 0.00% | 17.20% |
| Continuing | 32.10% | 36.90% | 25.00% | 6.00% | 31.00% |
| | | | | | |
| **2014** | | | | | |
| New Students | 33.30% | 33.30% | 25.00% | 8.30% | 33.30% |
| Continuing | 35.20% | 26.70% | 32.40% | 5.70% | 38.10% |

This table compares the performance on AIMS math of students who were new to your school in 2013 to students who were continuing from 2012, and of students who were new in 2014 to students who were continuing from 2013. Third graders are not included. In both cases, the data demonstrates that continuing students achieve better results. (These numbers differ from the AIMS passing percentages because they are not Full Academic Year ("FAY") numbers, they include all students enrolled at the time of testing.)

**2a. Percent Passing – Reading data**

The percent passing AIMS reading in 2014 at SCS was 68.5%, up 8.3 percentage points from the previous year at 60.2%, and our highest performance in reading to date. Although there are some year-to-year fluctuations, we are continuing an upward trend.

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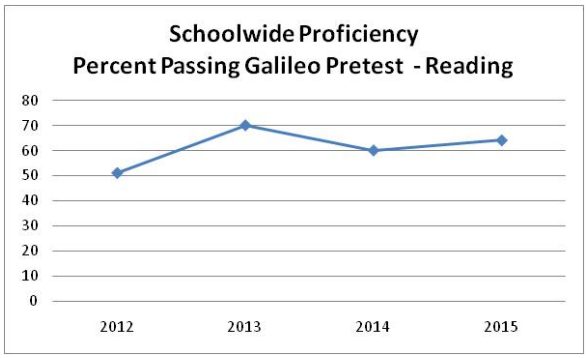
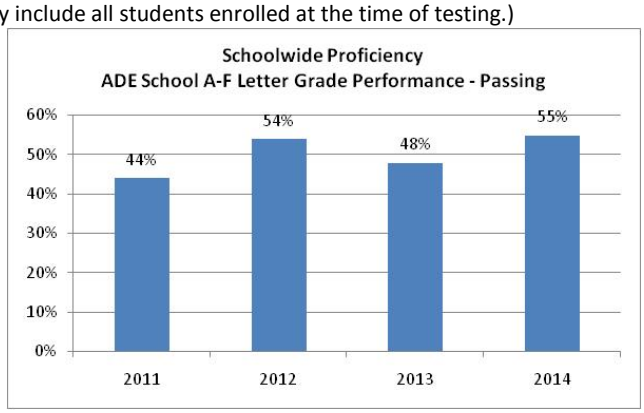



The line graph above shows the percentage of total students who have passed the Galileo reading pretest each year since the test was first introduced at our school during the 2011-2012 academic year. Two of the subsequent three years that Galileo tests have been administered, the percentage of students passing the pretest in August has increased. In 2012, 51% of tested students passed the reading pretest, followed by a big jump in 2013 with 70% passing. 60% passed in 2014, but scores nearly rebounded last year with 64% passing. Each year, continuing students are coming in more prepared. If we can increase levels of re-enrollment within the school from year to year, we anticipate continued increases in pretest scores and proficiency in reading.

| AIMS ReadingPerformance of New vs. Continuting Students | | | | | |
|---|---|---|---|---|---|
| | FFB | A | M | E | Pass |
| **2013** | | | | | |
| New Students | 6.90% | 41.40% | 51.70% | 0.00% | 51.70% |
| Continuing | 4.80% | 36.90% | 56.00% | 2.40% | 58.30% |
| | | | | | |
| **2014** | | | | | |
| New Students | 12.50% | 29.20% | 58.30% | 0.00% | 58.30% |
| Continuing | 3.80% | 30.50% | 65.70% | 0.00% | 65.70% |

This table compares the performance on AIMS reading of students who were new to our school in 2013 to students who were continuing from 2012, and of students who were new in 2014 who were continuing from 2013. Third graders are not included. As seen with math, in both cases, continuing students perform better on AIMS than new students. (These numbers differ from the AIMS passing percentages because they are not Full Academic Year ("FAY") numbers, they include all students enrolled at the time of testing.)




In addition to improvement in percent passing figures listed on the Charter Board Academic Performance Dashboard, we have also shown growth on our School A-F Letter Grade report from ADE as shown in the bar graph. Last year marked our highest total passing score to date. This measure includes reading and math combined.

**2b. Composite School Comparison – Math data**

2013=-17.7 2014=-10.3

This measure shows improvement from Falls Far Below in 2013 to Does Not Meet in 2014, but is still below the Academic Performance goal.

As relates to the Composite School Comparison, we are somewhat unique. Our school was specifically sited in a high-risk neighborhood in order to make a difference in our student's lives. We serve one of the highest risk neighborhoods in Pima County, with very high crime, and residents with very low socio-economic status. We are one of only four Traditional charter schools in the entire State of Arizona serving students who are 98% eligible for National School Lunch Program Free Lunches, and we are the only Traditional charter school in Pima County serving those students. Our students manifest symptoms of what has recently been described in social research as reduced "mental bandwidth" due to extreme familial stressors. These extreme stressors include not only poverty, but also parents who are illiterate, or in prison; students and family members who have been victims of homicide or witnesses to homicide, addicted to or dealing illegal substances, and gang members. We understand that our students nonetheless need to meet Arizona academic standards, and we are working hard and smart to provide a school climate and culture in which we can broaden their "mental bandwidth" so that they can improve in academic skills and thus be prepared for life as productive, law abiding, adults.

**2b. Composite School Comparison – Reading data**

2013=-8.6 2014=+0.2

This measure shows improvement from Does Not Meet in 2013 to Meets the Academic Performance goal in 2014

Our students follow the statewide as well as Composite School trend of achieving higher scores in reading than in math.

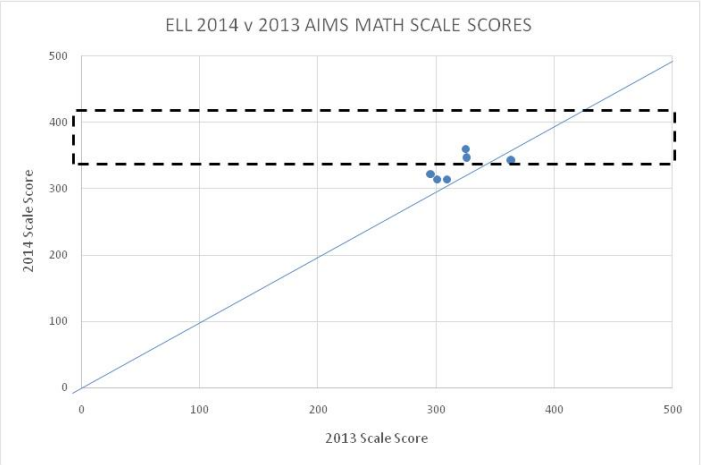
As with math, and as relates to the Composite School Comparison, we are somewhat unique. Our school was specifically sited in a high-risk neighborhood in order to make a difference in our student's lives. We serve one of the highest risk neighborhoods in Pima County, with very high crime, and residents with very low socio-economic status. We are one of only four Traditional charter schools in the entire State of Arizona serving students who are 98% eligible for National School Lunch Program Free Lunches, and we are the only Traditional charter school in Pima County serving those students. Our students manifest symptoms of what has recently been described in social research as reduced "mental bandwidth" due to extreme familial stressors. These extreme stressors include not only poverty, but also parents who are illiterate, or in prison; students and family members who have been victims of homicide or witnesses to homicide, addicted to or dealing illegal substances, and gang members. We understand that our students nonetheless need to meet Arizona academic standards, and we are working hard and smart to provide a school climate and culture in which we can broaden their "mental bandwidth" so that they can improve in academic skills and thus be prepared for life as productive, law abiding, adults.

**2c. Subgroup ELL – Math data**

The percent of ELL students passing AIMS math in 2014 at SCS was 30.6%, up 9 percentage points from the previous year at 21.6%.

During AIMS 2014 there were 35 ELL students at the school. Of those 35 students, 19 were in K, 1st or 9th grade and did not take the AIMS test. 8 were in the third grade and had not taken the AIMS test the prior year and 2 did not attend SCS the prior year. Therefore of those 35 only 6 ELL students took the AIMS test at Southside Community School in both spring 2013 and spring 2014.

Please note, therefore, that the following graphs only represent those 6 continuing ELL students.




This graph was composed by using each student's 2013 AIMS Math scale score as the x-axis value and their 2014 AIMS math score as the y-axis value.

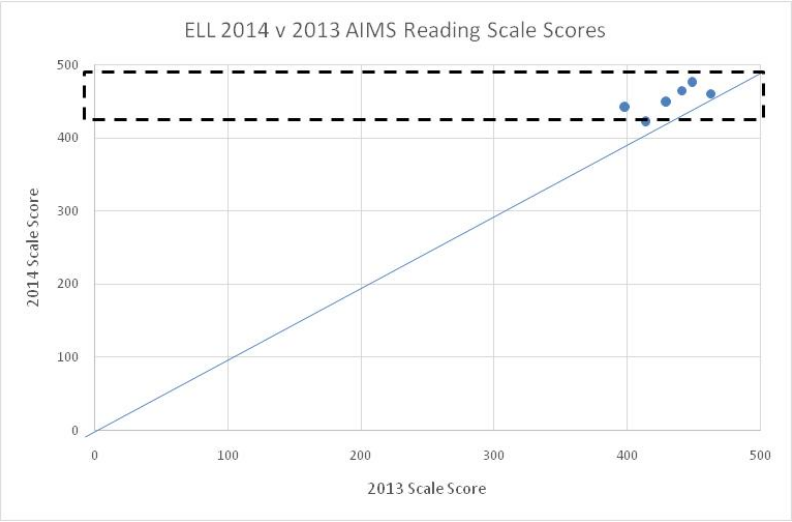
Dots above the line indicate a student received a higher math score in 2014 than in 2013.

The dotted black rectangle indicates the approximate passing range for 2014. The lower edge is the 3rd grade passing score which was 347 and higher. The upper edge represents the 8th grade passing mark which was 426.

5 out of 6 ELL students improved their AIMS math scale score. The average change in score was +12.8.

**2c. Subgroup ELL – Reading data**

The percent of ELL students passing AIMS reading in 2014 at SCS was 50%, up 6.8 percentage points from the previous year at 43.2% (and only 0.4% below the Meets Performance goal of 50.4).



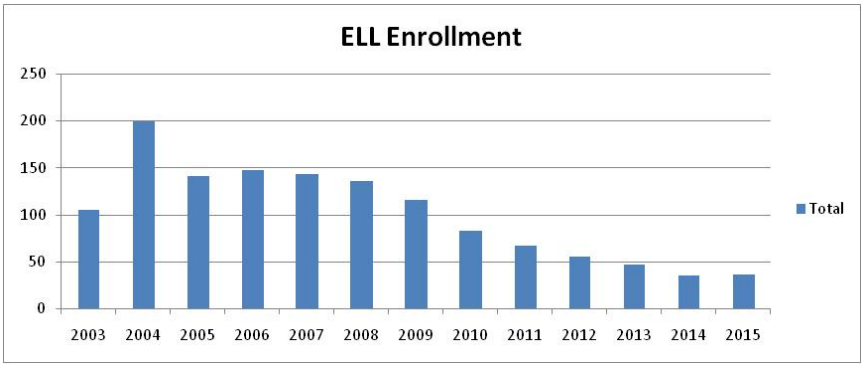

This graph was composed by using each student's 2013 AIMS Reading scale score as the x-axis value and their 2014 AIMS reading score as the y-axis value.

Dots above the line indicate a student received a higher reading score in 2014 than in 2013.

The dotted black rectangle indicates the approximate passing range for 2014. The lower edge is the 3rd grade passing score which was 431 and higher. The upper edge represents the 8th grade passing mark which was 499.

5 out of 6 ELL students improved their AIMS reading scale score. The average change in score was +19.8.

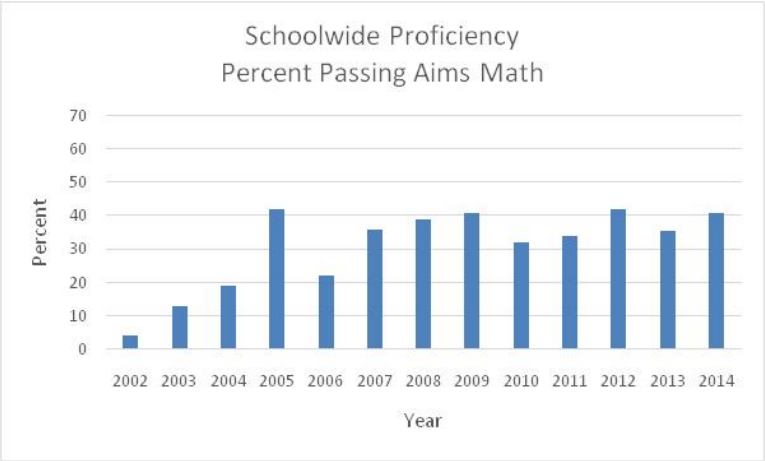
Results from AZELLA also show growth for ELL students. In the 2007-2008 school year, 66/121 ELL students (55%) were reclassified. In the 2008-2009 school year, 68/138 ELL students (49%) were reclassified. In the 2009-2010 school year 62/141 ELL students (44%) were reclassified, and 24/73 ELL students (33%) were reclassified in the 2010-2011 school year. In 2012-2013, 21% reclassified, and in 2013-2014, 34%. Note that 2012 marked the first year a brand new AZELLA test was introduced and administered early in January, rather than our accustomed March window. I**n every year, our ELD department has met their AMAO's for ELL passing and growth**.




Due to strong reclassification rates, our ELL population has dropped from a high of 199 students in 2004, to our 2014 low of 35 students, as shown in the table above. We have not only reclassified the numbers ADE sets as goals, but we have reduced the English language barrier at our school significantly, which provides a greater likelihood that our students will be able to pass the new AZMERIT state test as we go forward.

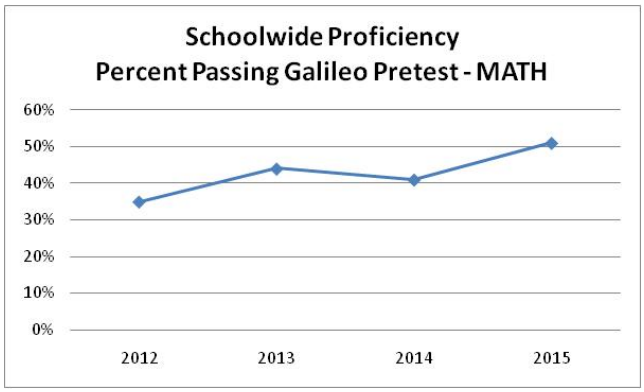
**2c. Subgroup FRL – Math data**

Currently 98% of our student population qualifies for Free and Reduced Lunch, meaning that large numbers of our students come from impoverished homes that lack resources important for academic success. Since this number is so high, the data of this population mirrors that of the school at large (see Proficiency – Percent Passing – Math and Reading). The bar graph below shows annual student performance on AIMS math to have generally grown between 2002 and 2014. Like the rest of the state, we find that improvements in math achievement are much harder won than improvements in reading. We recognize both the need and the opportunity to boost math scores again this year, and strive to rise above the FRL Academic Performance goal for 2015.




Most recently, the percent passing AIMS math at SCS was 40.8%, up 5.2 percentage points from the previous year at 35.6%, and a remarkable improvement from where we began, at 4% proficiency in 2002. That's an average 3% improvement each year.

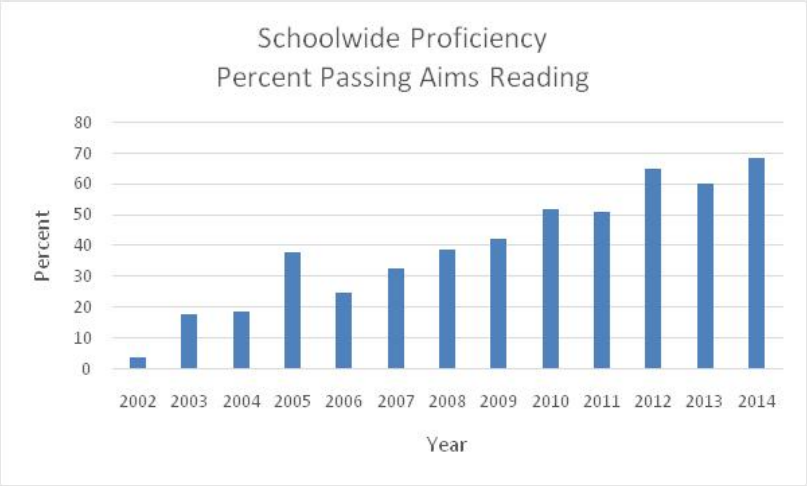
As we have focused our efforts on increased data collection and analysis in recent years, Galileo reports have proven an invaluable resource, guiding teachers in identifying academic gaps and designing instruction. The results of these benchmarks show improved student performance in two out of three years, as seen below. In the 2013-2014 academic year, 41% of all students passed the Galileo Math Pretest. This year, we saw a 10% increase, with 51% of all students passing the Galileo Math Pretest, a total that has grown 16% since we first began using Galileo in 2012.




Another indication of our improved ability to serve this particular community can be found in our composite school comparison. Our score of -10.3 for math, though too low, is the highest it has been in the past 3 years, up from -17.7 the year prior.

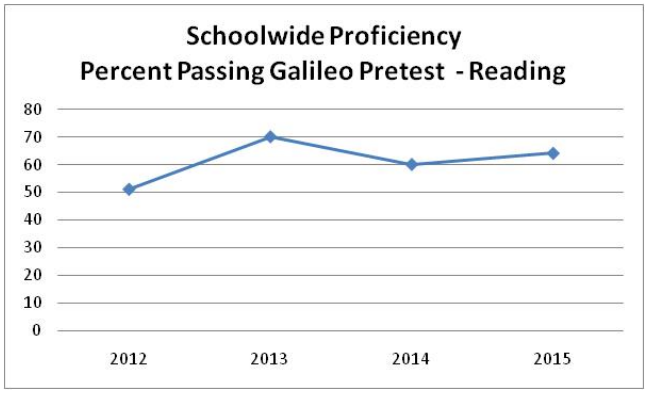
**2c. Subgroup FRL – Reading data**

Since virtually the whole school qualifies for FRL, we are able to examine school-wide data to better understand FRL student achievement. One trend of particular importance is shown in the bar graph below:




The percent passing AIMS reading in 2014 at SCS was 68.5%, marking our highest achievement in reading to date since the school's inception. This figure is up 8.3 percentage points from the previous year at 60.2%, and again shows a vast improvement over our founding year, 2002. Despite a dip in student reading performance in 2013, the 2014 scores continue the general upward trend.

Improvement can be found in Galileo test results as well. Looking at each reading pretest since our first year in 2012, the percent of students passing has increased 13% through the current year. In 2014, 60% of all students passed the Galileo Reading Pretest. This year, we saw a 4% increase, with 64% of all students passing the Galileo Reading Pretest.

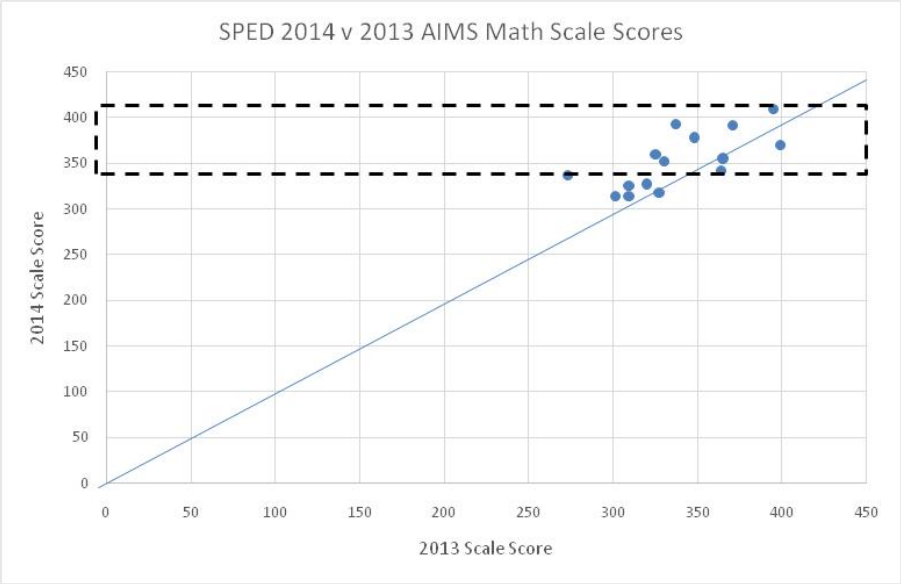



(Another indication of our improved ability to serve this particular community can be found in our Composite School Comparison. Our score of +0.2 for reading, is the highest it has been in the past 3 years, up from -8.6 the year prior, and our first time ranking Meets in this category.)

**2c. Subgroup SPED – Math data**

The percent of SPED students passing AIMS math in 2014 at SCS was 5.6%, down from 23.1% the previous year. Despite this reduction in passing scores, most students in this category were able to raise their scale scores from the previous year.

**In 2014 there were 29 SPED Students at SCS. 7 were in K, 1st, 2nd, or 9th grade. 2 were in 3rd grade and 5 took the AIMS test elsewhere in 2013. Of the 29 SPED Students 15 were present in both 2013 and 2014 at SCS for the AIMS test.**




This graph was composed by using each student's 2013 AIMS Math scale score as the x-axis value and their 2014 AIMS math score as the y-axis value.

Dots above the line indicate a student received a higher math score in 2014 than in 2013.

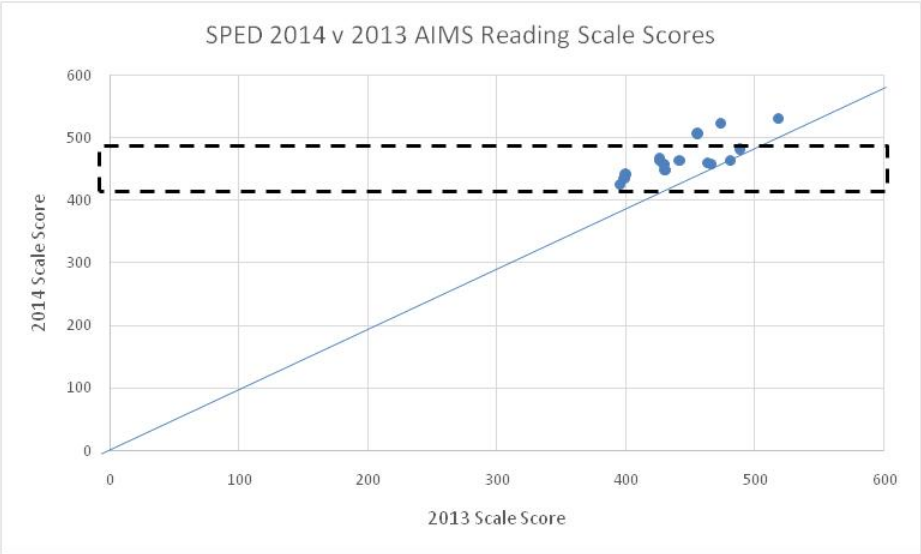
The dotted black rectangle indicates the approximate passing range for 2014. The lower edge is the 3rd grade passing score which was 347 and higher. The upper edge represents the 8th grade passing mark which was 426.

73% of the SPED Students improved their AIMS Math Scale score.

The average change in score was +14.1.

**2c. Subgroup SPED – Reading data**

The percent of SPED students passing AIMS reading in 2014 at SCS was 16.7%, down from 30.8% the previous year. Despite this reduction in passing scores, most students in this category were able to raise their scores from the previous year.




This graph was composed by using each student's 2013 AIMS Reading scale score as the x-axis value and their 2014 AIMS reading score as the y-axis value.

Dots above the line indicate a student received a higher reading score in 2014 than in 2013.

The dotted black rectangle indicates the approximate passing range for 2014. The lower edge is the 3rd grade passing score which was 431 and higher. The upper edge represents the 8th grade passing mark which was 499.

73% of the SPED Students improved their AIMS Reading Score. Note that while the percentage matches the math improvement percentage, the gains and losses were not consistent by student. Some went up in math and down in reading and vice versa.

The average change in the AIMS Reading scale score was +23.5

**Valid and Reliable Data**

**2. How does the Charter Holder know that the data described above is valid and reliable?**

We can know that the data provided above is valid and reliable as it is drawn from valid and reliable sources such as Galileo and AIMS test results as published by ADE and ATI. The tests are administered according to approved ADE and ATI protocols; and the data was collected in a consistent manner. Our AIMS Testing Coordinator provides instruction to all of the test proctors in the ADE AIMS test administration rules, and monitors the test rooms for compliance. In addition, there are two proctors in each test administration location.

Graphs were constructed using Galileo benchmark assessment and AIMS data drawn from the ATI website itself and from Excel spreadsheets provided by the ADE and used by school leaders to track and analyze data over the course of the year. Graphs were shared with members of the Executive Team at weekly meetings who examined them for accuracy and consistency.

Benchmark tests are administered to each grade level using a school-wide testing calendar at regular intervals throughout the year, and test students' mastery of current grade level standards. Benchmark tests consist of a pretest administered within the first month of each academic year, two mid-year assessments, and a posttest near the end of the year.

All students grades Kinder through 9th are tested using Galileo. Although we do have some significant "churn" in some grades and years due to our very low-SES population, comparisons from year to year in AIMS and Galileo data do provide an effective way to monitor general student growth and teacher effectiveness.

**Conclusions Drawn From Data**

**3. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?**

Our standardized test scores have risen from an initial year (FY02) low of 4% passing in both Reading and Math, to the current FY14 Proficiency/Percent Passing of 40.8% in Math, and 68.5% in Reading. Of the total of 12 measures included on the Academic Performance Dashboard, Southside Community School improved on 10 measures between 2013 and 2014. GROWTH - SGP Math (up 14.5%) and Reading (up 13.8%); SGP Bottom 25% Math (up 51%) and Reading (up 17.44%); PROFICIENCY - Percent Passing Math (up 14.6%) and Reading (up 13.8%); Subgroup ELL Math (up 41.7%) and Reading (up 15.7% and just 0.4 percent off of the Meets goal); Subgroup FRL Math (up13.65%) and Reading (14.55%). None of our 3rd Graders were Falls Far Below in Reading in 2014, and even though our students are predominantly Hispanic, we have annually reclassified ELLs at the ADE goal rates and reduced our ELL population significantly. These improvements are a positive trend, but we need to improve further in order to Meet on all categories. We analyze data to inform instruction, target interventions, and ultimately to increase achievement. The graphs and charts included above are examples of the data analysis we conduct regularly, and are an essential step in understanding where our students stand, so that we can design ways forward. Teachers and administrators use this Galileo and AIMS data analysis to assist in monitoring and improving instruction. Big picture results include a conclusion that admin needs to assist instructional staff to focus on the quality and quantity of math instruction at all grade levels; as well as continuing to provide differentiated and targeted instruction in reading for our fortunately diminishing numbers of students at risk in reading. Further details of our specific analysis, result, and conclusions drawn form data follow:

**1. Growth**

**1a. SGP**

Although both measures improved, the SGP increase for math slightly exceeded our growth in reading between 2013 and 2014. 74% of students earned higher scores on AIMS math as compared to 68% of students on AIMS reading. Looking at Galileo, growth in math results improved only slightly from 2013 to 2014, while growth in reading results dropped just over 1%. This fact may be indicative either of a higher level of difficulty on Galileo tests compared with AIMS (as Galileo tests are aligned with AZCCRS and are thereby more rigorous), or of lower motivation on the part of the students to do well on Galileo (which we have identified as one of our key challenges in recent years and begun focusing additional PD to gain skills in this area), but does confirm that trends related to Galileo scores will be lower than what we can expect to see from student performance on AIMS. This may give us an edge when faced with the new state test, which is expected to contain more rigorous content, assess more advanced skills, and require familiarity with new test components. The difference in gains achieved in math and reading speaks to our increased focus on math instruction last year, including professional development, teacher collaboration, a more stringent system of formal and informal classroom observations and feedback, and the introduction of an additional period of math in junior high grades. The success of these efforts can inform our decisions now regarding how to further advance student performance in mathematics, and which efforts have proven efficacious enough to continue in coming years.

**1b. SGP Bottom 25% Math and Reading Meet Academic Performance Goals 2014**

From 2013-2014, significant growth in math and reading was achieved for students in the bottom 25%, allowing us to Meet both of the Bottom 25% Performance Goals. We unfortunately have consistently lower performance in math as compared to reading, but we were able to Meet the 2014 Goal by using our AIMS and Galileo data analysis to drive math instruction and

interventions. Our junior high math teacher, who is also a team leader, conducted classroom observations of math lessons for elementary teachers, and offered supplemental support such as targeted conferences and feedback, model lessons, and monitoring. Teachers were also given more opportunities for peer observation and an extra hour of planning time each week. An instructional coach from the Quality Schools Program observed our teachers, gave feedback, and suggested new techniques to teachers and administration. He also provided professional development trainings for teachers related to data collection and interpretation, as well as Galileo assessment and reports, and conducted debrief conferences on multiple occasions with teachers to evaluate the effectiveness of their instruction and provide valuable feedback. Based on his observations, the requests of administration, and student benchmark data, he returned at intervals to follow up with the teachers who needed the most support. School leaders also attended trainings related to data management and analysis so that they might better support staff in this regard. These efforts, which helped in math, coupled with increased communication between regular classroom teachers, SPED and ELD teachers, and our reading specialist, resulted in improvements in reading, as well.

Given that both the overall SGP and SGP for the bottom 25% increased by an average of 15% from 2013 to 2014, we can confirm that our group of highest-risk students is not being left behind in relation to our population at large. As with the overall population, we see that in both math and reading, the bottom 25% students show less improvement on Galileo assessments than on AIMS. As stated before, this is likely partially due to the higher level of rigor present on the Galileo assessment (which have already begun incorporating the new AZCCRS) as compared to the AIMS assessment, and lower levels of student motivation to perform on Galileo (due perhaps to less perceived importance of this test as compared to AIMS, or to a sense of being over-tested in the course of the year). Still, Galileo results can be useful in predicting AIMS performance, and perhaps more importantly, allow teachers to determine which standards to re-teach in preparation for AIMS testing.

**2. Proficiency**

**2a. Percent Passing**

Percent passing in math and reading also increased from 2013 to 2014 (math-14.6%; reading 13.8%). Given the numbers of students who succeeded in raising their test scores, but the lower rate of students who achieved a higher performance category, we can conclude: 1) biggest gains are being achieved by students who start out the year far below benchmark levels (but not as much by students who are very close to passing), and 2) year to year improvement will require more significant targeted instruction to see gains in math Meets in the future. As students get closer to benchmark levels, we should see increases in the numbers of students passing the state test.

Of all the classes, 8th grade received the lowest scores on AIMS last year. Only 31% passed AIMS reading (compared with 75% for the same group of students in 7th grade the previous year), and 19% passed math. Had these scores been higher, school wide percentages would have improved. We have reason to believe that some of this decline was a result of student apathy and disengagement from the AIMS test. This year the Executive team has made efforts (by probing student engagement, student discipline profiles, examining Report Card data for such trends, and leading conversations in staff meetings) to improve communication among school leaders and classroom teachers so that disengagement can be spotted and addressed in a more timely fashion. PD opportunities are also being planned to help us improve student motivation and engagement, but there was another factor affecting the 8th Grade AIMS scores, and others, in both 2013 and 2014.

| Percent of Students Who Are New | | |
|---|---|---|
| | Year | |
| Grade | 2013 | 2014 |
| 2nd | 34% | 10% |
| 3rd | 30% | 13% |
| 4th | 18% | 8% |
| 5th | 20% | 9% |
| 6th | 33% | 25% |
| 7th | 22% | 24% |
| 8th | 39% | 23% |

In 2013, we had an average of 28% new students per grade for grades 2nd-8th and a high of 39% new students in 8th Grade, which handicapped us, as we do better with students who have been with us longer (see table above), and that contributed to our lower AIMS scores in 2013; also, in the column for 2014, we only had 16% average new students per grade, and a high of 25% in 6th Grade, and we did better in 2014; so we are showing the correlation between our student academic achievement and "churn" -- too many new students enrolling affect achievement. This is common in Low SES populations, and a challenge we face that we can't control as an open-enrollment school.

**2c. Subgroup ELL**

All but one ELL student showed improvement in math and reading – and while ELLs did not Meet as a subgroup (they almost did

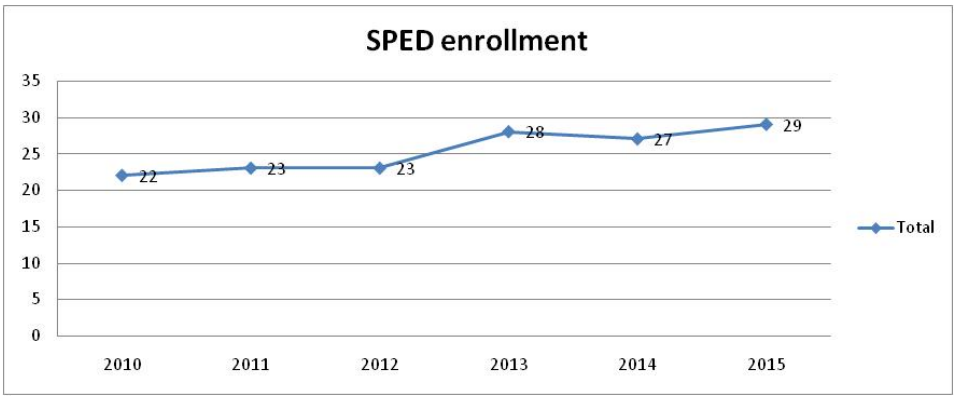
in reading), this subgroup's 41.7% increase in passing math and 15.7% increase in passing reading are significant gains. We will continue these proven effective interventions for ELL students: During the 2013-2014 academic year, all of the ELL students whose data is included in the graph in the data section received one or more academic interventions to help improve their performance: 100% attended after school tutoring, 83% were classified as SPED and consequently received supplemental SPED services, 50% worked with a speech therapist, and all but one worked with a reading specialist three times a week. Strategies to continue our current rate of improvement will include these interventions for qualifying ELL students.

**2c. Subgroup FRL**

98% of our students qualify for FRL, so the Percent Passing and SGP figures for the school reflect those of the FRL group as well. AIMS results show clear, sustained growth in reading. If the gains evident in our Galileo pretest scores and our composite school comparison are any indication (growth in math for these two categories exceeds our growth in reading), then state test results will soon begin to show increased growth in math as well.

**2c. Subgroup SPED**

The SPED Subgroup math and reading were the only measures on the Academic Performance Dashboard that did not show improvement in 2014 over 2013. The numbers of SPED students passing AIMS math and reading decreased; however most students did increase their scores (73% in each subject). Similar conclusions can be reached for this demographic: 1) gains are being achieved by students who start out the year far below benchmark levels (and less by students who are very close to passing), and 2) more significant targeted interventions are needed in the future to see more gains. There is another factor affecting SPED Subgroup achievement: SPED student enrollment numbers have been gradually increasing, placing a burden on our one Certified Special Education teacher. In response to the increased SPED enrollment, we have provided a full time SPED aide in 2015 and expect to see some improvement from this additional instruction time.



**Area II: Curriculum**

| Evaluating Curriculum | |
|---|---|
| **1. What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?** | |
| Formal and informal observations performed by team leaders, the principal and the superintendent allow the administration to observe the degree to which teachers are using curriculum materials. Activities and materials utilized during these instruction times are recorded in the notes recorded on the observation form, providing a record of which teachers are using curriculum materials and during which lessons they are being incorporated. When a teacher is recognized to not be engaging the curriculum or to be engaging the curriculum too little, the administration member who has observed such behavior will inquire to the teacher as to why this is the case, whether they feel the curriculum to be lacking in some regard or they lack familiarity, and thus require access to some form of professional development. Often, when this occurs, it is found to be with new teachers who are unfamiliar with our curriculum, in which case they are partnered up with a more seasoned teacher who can model its use and answer other questions. When, rather, teachers have felt the curriculum to be lacking, they are asked to explain why in greater detail so that any deficiencies may be addressed.<br><br>Other teachers who use the same curriculum materials will be surveyed as well at that time to assess the degree of the problem and gain further insight. Any feedback from staff related to curriculum effectiveness is welcome and encouraged at this time. This exchange often occurs via email.<br><br>SPED and ELD teachers and the reading specialist are also asked to examine the curriculum materials when teachers have called into question the ability of classroom curricula to meet the needs of these subgroups. Administration gathers information related to grade-level appropriateness, standards alignment, differentiation and accessibility of materials.<br><br>Observations also allow administration to observe the degree to which teachers are engaging students in standards and content, and arrive at a general consensus based on the accumulated experience of members of the executive team of how effectively each teacher is implementing the curriculum in his/her class. Members of the executive team discuss their observations and impressions during weekly executive meetings. | List documents that serve as evidence of implementation of this process:<br><br>Observation notes indicating use of curricular materials, 2 per teacher per year<br><br>Evidence of email discussion related to curriculum effectiveness and use in the classroom<br><br>Executive team meeting agendas/minutes showing time dedicated to discussion of curriculum and ways to improve<br><br>All staff meeting agendas/minutes outlining discussion of concerns regarding curriculum |
| **2. How does the Charter Holder identify gaps in the curriculum?** | |
| A curriculum team consisting of several teachers representing different grade levels and subjects developed curriculum maps for each grade level and subject area. The curriculum maps are aligned to ACCR standards and include time frames for introducing each standard to students. The curriculum team also developed Scope and Sequence documents for each grade to accompany the curriculum maps. The scope and sequences are organized per month and include ideas for lesson plans that relate to each standard that will be covered throughout the school year. These scope and sequences are organized in a format that allows instructional staff members | List documents that serve as evidence of implementation of this process:<br><br>Curriculum maps grades K-9: Reading, Math, Writing, Science, Social Studies and Technology<br><br>Scope and Sequence grades K-9<br><br>Teachers' weekly lesson plans including standards addressed<br><br>Dated checklist tracking submission and approval of lesson |

| | |
|---|---|
| to break standards, activities, and themes into monthly lesson plans. Some teachers have preferred to develop their own or use other preexisting curriculum maps and scope and sequence documents, and are permitted to do so provided the new documents are aligned with ACCR standards as well.<br><br>The curriculum maps and more detailed scope and sequences are given to teachers at the beginning of the year to keep in their classrooms in addition to being located on the server for convenient access, providing the framework for the weekly lesson plans. By using these organizational tools, teachers are able to easily comprehend the overarching goals for the year and create timelines for helping students to meet these goals on a monthly, weekly, daily, and hourly basis. This process helps to avoid gaps in instruction by providing each teacher with a specific timetable by which to introduce new concepts, and also calls the maps and sequence documents constantly into examination should any further gaps be identified.<br><br>Furthermore, data from Galileo assessments are examined by instructional staff during staff meetings that follow benchmark testing windows, either in the context of data teams consisting of relevant instructional staff, or other professional development training related to data analysis and planning. This practice has helped to identify trends in student achievement by grade, that have called attention to potential gaps in the curriculum that we are then able to examine further and supplement. | plans<br><br>Staff meeting agendas showing data analysis<br><br>Professional Development Calendar showing dates of data analysis trainings |
| **Adopting/Revising Curriculum** | |
| **3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?** | |
| Having discussed their findings from classroom observations and sharing any feedback from instructional staff related to deficiencies in the curriculum during weekly executive team meetings, the executive team may reach a decision to revise the current curriculum or adopt a new one. Once a determination has been reached that curriculum should be adopted or revised, team leaders communicate the intended change to staff who is encouraged to investigate alternative curricula options. Recommendations come both from the members of the executive team as well as teachers who may have had experiences working with alternate curricula sets, who have heard good reviews other alternate curricula, who are interested in being more involved in the decision making process, or who have time to contribute.<br><br>The reading specialist, testing coordinators, intervention specialist, and instructors are also asked to examine available curricula that address the issues with the current curriculum, and to provide recommendations to school leaders. All alternatives are then examined and evaluated at a staff meeting. The executive team uses these discussions to inform their final decision of which curriculum to select.<br><br>Curriculum maps and scope and sequence documents have been revised on three separate occasions at our school: first aligned with the Arizona State Standards, then after the introduction of the Common Core, and then once more aligning to new reading and math curricula class sets purchased in 2013 and 2014. The revision of these documents | List documents that serve as evidence of implementation of this process:<br><br>Executive team meeting agendas showing discussion of class observations and curriculum<br><br>Email discussions showing recommendations for new curriculum from instructional staff<br><br>Staff meeting agendas showing discussion of new curricular options<br><br>Curriculum maps grades K-9: Reading, Math, Writing, Science, Social Studies and Technology |

| | |
|---|---|
| is reflected in the content of instruction and helps to ensure all standards are covered in a timely fashion within the classroom. Here is one example of this process in action: our curriculum maps were all revised in 2013 by our curriculum mapping team in order to reflect ACCR standards. Because of these changes, and on the basis of staff recommendations discussed during staff meetings and executive team meetings, we adopted a new math curriculum that aligns with AZCCR standards. | |
| **4. Who is involved in the process for adopting or revising curriculum?** | |
| Once recommendations and feedback have been gathered from instructional staff and a new curriculum or desired revisions identified by the executive team, the adoption/revision process begins. In the case of adopting a new curriculum, materials are ordered by the superintendent and upon delivery to the school, they are distributed to teachers. Mandatory professional development trainings offered by the curriculum providers are held for instructional staff to become familiar with the new materials.<br><br>During the initial weeks of implementation, team leaders check in with teachers to ensure the new materials are in use and provide support in the form of feedback and clarification, peer mentoring and peer observation. Follow-up trainings are frequently provided in subsequent years, when deemed useful based on teachers' level of familiarity with the new materials and on teacher request, to ensure fidelity to the program.<br><br>Several teachers were selected to participate in the construction and revision of school wide curriculum maps and scope and sequence documents. Experienced teachers with proven success on student benchmark tests were selected who represented a variety of grade levels, so that primary, upper elementary and junior high grades were all represented.<br><br>The integration of new curricula in class instruction is monitored by lead teachers who check weekly lesson plans, as well as during classroom observations by team leaders, the principal and superintendent, instructional coaches and our Quality Schools Program consultant. Any observed deficiencies are communicated with the executive team and addressed with the teacher by the observing party, and improvements are made. | List documents that serve as evidence of implementation of this process:<br><br>Dated correspondence demonstrating staff feedback related to curriculum<br><br>Professional development calendar showing dates of curriculum based trainings<br><br>Evidence of follow-up curriculum based trainings on professional development calendar |
| **5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?** | |
| The Charter Holder researches available curricula that meet the following criteria: is aligned with then current Arizona standards – now the ACCR standards; is research based; provides materials to support differentiated instruction for English Language Learners, students with disabilities, and non-proficient students; is accepted as valid and useful in the educational community; and is cost appropriate. Differentiated materials often come in the form of additional workbooks for use in small groups, overheads and other graphics, leveled readers, and recommendations for targeted instruction within the primary teacher's manual. Digital | List documents that serve as evidence of implementation of this process:<br><br>Correspondence demonstrating discourse among school leaders and staff of curriculum options, ideas and feedback toward adoption of new curriculum |

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| resources such as videos that supplement instruction, interactive student activities, online quizzes, access to data reports, webinars and other forms of teacher support are also components that influence the adoption of a particular curriculum.<br><br>One way we identify new curricula, or evaluate potential new programs that have already been identified, is through conversation with educators at other schools regarding the programs they use to gather their feedback. We also ask all staff at our school if anyone has had previous experience with any of the curricula and gather their feedback. We invite representatives from potential curriculum companies to share information with our school and ask teachers to evaluate the characteristics of each in order to determine the one that best meets the needs of our school, which with a 18% English Language Learner population, a 98% Free or Reduced Lunch population, 13% of students with disabilities, 64.4% of students not proficient on the math portion of the AIMS test, and 31.5% of students not proficient on the reading portion of the AIMS test, speaks greatly to our need for differentiated instruction and access to data.<br><br>Here is one example of this process: prior to adopting the Go Math curriculum last year, instructional staff members were given access to electronic resources for multiple curricula for a few weeks, and asked to rate the different curricula in terms of the extent of resources, usefulness toward differentiation of subgroups, level of rigor present in texts and vocabulary, student appeal, and facility of use. After examining the resources and using them with students, staff members reported back to team leaders about which curriculum appealed to them most and why according to these criteria. Staff input was considered before the executive team decided that Go Math would be the most effective curriculum for our school's specific needs. | |
| **Implementing Curriculum** | |
| **6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?** | |
| Aprender Tucson is a single school LEA, so we are concerned with consistent implementation across grade levels, but not across schools.<br><br>Upon adoption of a new curriculum all instructional staff members attend trainings on how to utilize the curriculum components and how to implement the curriculum most effectively, ensuring that ACCR standards are consistently addressed and that instruction is differentiated for ELL, special education, and non-proficient students.<br><br>During the initial weeks of implementation, team leaders check in with teachers to ensure the new materials are in use and provide support in the form of feedback and clarification, peer mentoring and peer observation.<br><br>Follow-up trainings are frequently provided in subsequent years, when deemed useful based on teachers' level of familiarity with the new materials and on teacher request, to ensure fidelity to the program, and sign-in sheets are taken | List documents that serve as evidence of implementation of this process:<br><br>PD calendar showing curriculum training dates<br><br>Evidence of follow-up trainings on PD calendar &/or sign-in sheets<br><br>Staff meeting agendas that include communications about curriculum implementation and expectations regarding instruction<br><br>School calendar showing dates of formal observations<br><br>Schedule showing QSP consultant classroom observation dates and times<br><br>Peer video observation debrief forms, 2 per year for each instructional staff member |

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| from each training to record attendance.<br><br>The integration of new curricula in class instruction is monitored by lead teachers who check weekly lesson plans, as well as during classroom observations by team leaders, the principal and superintendent, instructional coaches and our Quality Schools Program consultant. Lesson plans are required to document the ACCR standards being addressed at any given time. In the case of observations, all instructional staff members are formally observed twice a year by peers and twice per year by members of the executive team. The observers complete observation forms during this process that include observations of curriculum implementation and materials use in the classroom. After each observation, instructional staff members attend a debrief with their observers in order to review notes taken and set goals for improvement. Brief, informal unannounced classroom observations by team leaders occur sporadically over the course of the year (at least twice per year for returning teachers and more frequently with new and struggling teachers, as determined by the executive team in meetings using their own observations and staff feedback). Any deficiencies observed, either in lesson planning or during observations, are communicated with the remaining members of the executive team and addressed with the teacher by the observing party, during observation post-conferences, via email or by personal visit. Improvements can then be made, either by editing the lesson plan document, or improving and/or augmenting the integration of curricula into classroom activities. The latter type of improvement is monitored during subsequent observations.<br><br>Our Quality Schools Program consultant also observes each teacher individually, video tapes their lessons, and debriefs with them in order to set specific goals for ensuring that curriculum is implemented consistently. This consultant follows up with teachers in order to monitor their progress toward meeting these goals of improving curricular implementation and makes additional suggestions as needed. Information from teacher meetings with the Quality Schools Program consultant are shared with executive team members so that they are aware of teachers' effectiveness of instruction and their progress. This information includes observations of activities and content, and any curricular materials that are in used over the course of the observation.<br><br>Professional development also ensures teachers are on track to teach the desired standards and content in the most effective way. 2014-2015 marks our third year teaching to the Common Core ("CC") standards, beginning in 2013 with Phase 1 CC trainings and CC aligned lesson planning; a menu of Phase II trainings in 2013; and this year teachers will complete Phase III CC trainings. Instructional staff is held accountable for completing a predetermined number of hours in each of these training areas, as designated on each year's annual Proposition 301 rubric. The rubric outlines the requirement for each teacher and instructional aide to submit a professional growth plan that includes specific items, one of which are these professional development trainings. Team leaders fill out a Prop 301 checklist in December and May to | Observation forms completed by exec team members during classroom observations, 2 per teacher per year, reflecting use of curricular materials during class<br><br>Debrief notes following observations by exec team<br><br>Observation and debrief notes shared with principal and superintendent from QSP representative indicating use of curriculum<br><br>Email or written feedback given following walk-through observations<br><br>Teachers' weekly lesson plans including evidence for use of curriculum and standards addressed<br><br>Dated checklist tracking submission and approval of lesson plans<br><br>PD calendar showing dates of Common Core trainings &/or sign-in sheets<br><br>Proposition 301 rubric showing expectation for CC training completion<br><br>Professional Growth Plans from all teachers and IAs that include CC training hours<br><br>Prop 301 checklist completed by team leaders (staff names redacted) |

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| ensure all items have been completed each year before Prop 301 payouts are distributed. | |
| **7. What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?** | |
| Teachers began fully implementing the Common Core standards in 2013. The lesson plan format used by teachers has boxes that must be filled in identifying any standards that will be addressed during each instructional block. This year lesson plans will document the ACCR standards that are taught in each lesson. Weekly lesson plans are posted on the server by teachers, due by the end of the work day each Friday, and are checked for completeness weekly by lead teachers. Any inconsistencies, absent blocks of instruction time, or failure to identify standards are addressed with the teacher and corrections are made. Expectations for listing standards on lesson plans are communicated to new teachers during Orientation Week, at which time curriculum maps and scope and sequence documents, which also identify standards, are introduced and delivered to classrooms as a guide for weekly planning.<br><br>A curriculum mapping team consisting of instructional staff members developed a curriculum map aligned to ACCR standards for all instructional staff members to refer to throughout the year for an overview of what concepts should be taught during specific parts of the school year. More specific scope and sequence documents have also been developed that outline individual standards that will be addressed with specific time frames. Curriculum maps and pacing guides have been developed on three separate occasions at our school: first aligned with the Arizona State Standards, then after the introduction of the Common Core, and then once more aligning to new curricula class sets. These latest curriculum maps and pacing guide documents were developed to support our most recent curricula acquisitions, Go Math and HMH Journeys. These curricula materials include pacing calendars to help guide teachers through a timely sequence of instruction all year.<br><br>In addition to weekly lesson plans, weekly intervention plans are due to be posted on the server at the end of each Friday, and are monitored by team leaders. These plans include information about each week's interventions, including content and skills targeted, intervention days and times, interventionist, and students taught. Specific interventions may include 1:1 work, small group pullouts, and during school or after school tutoring. Individual Learning Plans are created for each Title 1 eligible student identifying goals for performance on specific standards and/or skills that will be targeted through intervention for those students. These plans are updated twice per year following benchmark testing and collected by lead teachers. Finally, Individual Language Learner Plans are written quarterly for each ELL student and submitted to the ELD Coordinator. These plans map out the specific ELD standards that will be targeted during mainstream instruction time and mirror the ACCR standards that appear in that quarter's lesson plan documents.<br><br>Members of the executive team also share the results of their | List documents that serve as evidence of implementation of this process:<br><br>Weekly lesson plans that include standards identification<br><br>Dated checklist tracking submission and approval of lesson plans<br><br>Email correspondence showing team leaders addressing issues related to incomplete LPs with teachers<br><br>Curriculum maps grades K-9: Reading, math, writing, science, social studies and technology<br><br>Scope and Sequence documents grades K-9<br><br>Orientation Week schedule showing times for discussion of LPs and distribution of curriculum maps and scope and sequence documents<br><br>Samples of pacing calendars in Go Math and HMH Journeys materials<br><br>Weekly intervention plans from all math and reading teachers<br><br>ILPs, 3 per year per teacher<br><br>ILLPs, 4 per year per teacher<br><br>Executive team meeting agendas/minutes sharing results of classroom observations |

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| observations after each observation is completed during executive team meetings so that each member of the executive team is aware of each teacher's strengths and goals for improving instruction. Specific suggestions for improving lesson plans and content are given to teachers when needed as determined by the executive team and the Quality First Program consultant. | |
| **8. What is the expectation for consistent use of these tools? How are these expectations communicated?** | |
| Mainstream and ELD teachers must submit weekly lesson plans to lead teachers, outlining all standards that will be addressed in each instructional block. These plans must be developed in accordance with ACCR standards aligned curriculum maps and scope and sequence documents. Expectations for developing and submitting weekly standards based lesson plans, and for the use of curriculum maps and scope and sequence documents in planning, are communicated to all staff members in staff meetings and orientation sessions held before the school year begins. Orientation week schedules are distributed that outline the information that will be distributed during each meeting and which staff members are required to attend. Orientation week trainings and informational meetings are hosted by lead teachers, the principal, the superintendent, the SPED teacher, the ELD coordinator, After School Program staff, and other staff in charge of important sources of information. At this time, teachers are provided with lesson plan templates, each of whose formatting includes all the necessary components, including an area for documenting weekly standards. They are also provided a folder containing grade appropriate curriculum maps and scope and sequence documents. Digital copies of curriculum maps are available on the school server and can be accessed with computers in each classroom. Teachers are informed they may use our documents or others provided they are aligned to state standards and that their alignment is confirmed in advance by team leaders. Teachers refer to scope and sequence documents when developing lesson plans. They refer to curriculum maps monthly to ensure that major concepts are being addressed in individual and thematic activities. Teachers post their weekly plans to the server, where they are checked by team leaders.<br><br>Staff meetings are held at least once per month, and any generalized discrepancies in expectations being met as determined through lesson plan monitoring or classroom observations are discussed in these meetings. Team leaders, the principal, or the superintendent also communicate with staff members one-on-one if a specific teacher is not meeting the expectations for planning or using tools. Teachers who need assistance ensuring that these standards are addressed in a timely manner with differentiation for all students are also afforded more time with instructional coaches, and may be assigned a peer mentor who can offer suggestions to help these teachers organize their lesson plans and activities in an appropriate manner. Teachers are also encouraged to self-identify when they recognize themselves in need of extra support. | List documents that serve as evidence of implementation of this process:<br><br>Weekly lesson plans with standards identified<br><br>Orientation Week schedule showing informational meetings on lesson planning, and use of curriculum maps and scope and sequence tools<br><br>Lesson plan templates with space for standards identification<br><br>Curriculum maps grades K-9, hard copies in classrooms and digitally on the server<br><br>Scope and Sequence documents grades K-9, hard copies in classrooms and digitally on the server<br><br>Lesson plan checklist completed by team leaders<br><br>All staff meeting agendas clarifying instructional expectations<br><br>Correspondence between school leaders and specific teachers clarifying expectations for planning and teaching standards<br><br>Coaching observation schedule, showing preferential time blocks for struggling teachers |

| 9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction? | |
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| In addition to team leaders checking for standards on weekly lesson plans, teachers are asked to provide a hard copy of their lesson plan to the observing member of the executive team prior to any formal classroom observation. The observer confirms that the standards listed on the plan are being addressed during the lesson, and that the teacher completes the lesson with an assessment of student mastery of the standards specific to that lesson. These types of assessment show whether teachers are able to evaluate students' level of mastery of lesson standards. Prior to observation debriefs, teachers must analyze the results of their assessments, identifying students who master, partially master and do not master the standards. When teachers fail to provide an assessment of their standards for students, this is always addressed during observation debrief meetings. During the debrief, teachers identify specific actions that contributed to student performance and record these actions on the debrief form.<br><br>The results of formal observations are discussed during weekly executive team meetings so that all members of the executive team are made aware of teacher performance and classroom norms. Teachers who are identified as needing extra support in aligning standards, curriculum maps, scope and sequences, and/or lesson plans with classroom activities, and who fail to show improvement following successive observations, are provided with extra support in one or more of the following ways: additional time spent with an instructional coach, additional observation and feedback, conference with a team leader, professional development training, assignment to a peer mentor, or opportunities for peer observation. Instructional coaches report to the principal and superintendent regarding teachers' progress monthly or more frequently if needed, as determined by executive team members.<br><br>When teachers formulate Individual Learning Plans for students, they include specific learning goals for these students that align with the standards that the students have not yet been able to grasp. These learning goals and the academic progress of at-risk students are communicated with parents during semi-annual parent-teacher conferences and during evening family events alerting them if their students are receiving extra help at school. Additionally, whole class goals are included on monthly newsletters so that parents are able to reinforce the concepts their students are learning at home. Parents who cannot be reached through conference are telephoned. Expectations for this type of parental communication are reinforced during staff meetings that precede parent-teacher conferences and via email, and members of the executive team visit classrooms randomly during conference times to ensure these conversations are taking place. Sign-in sheets are collected to ensure teachers attend family evening events; likewise teachers keep sign-in sheets to document conferences with parents.<br><br>Individual Learning Plans denoting skills based on standards taught are updated three times a year after assessing students' progress following Galileo benchmark assessments. | List documents that serve as evidence of implementation of this process:<br><br>Observation debrief Co-investigation forms for all teachers showing results of standards aligned objectives and assessment<br><br>Executive team meeting agendas sharing results of classroom observations<br><br>Coaching schedules to demonstrate that teachers who have been identified as more in need of assistance with planning and instruction have been targeted<br><br>Correspondence between instructional coach and leadership related to teacher progress<br><br>ILPs for all Title 1 students showing standards based learning goals, updated 3 times per year, from each teacher<br><br>School calendar showing ILP updates due to team leaders<br><br>Parent-teacher conference sign-in sheets<br><br>Monthly school newsletters showing class goals and progress<br><br>LPs posted in classrooms<br><br>Standards/objectives posted in classrooms<br><br>Staff meeting agendas discussing parent conference protocol<br><br>Proposition 301 rubric showing expectation for timely submission of paperwork<br><br>Prop 301 checklist completed by team leaders<br><br>Evidence of ELD and SPED collaborative planning in email |

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| These plans are reviewed not only by all instructional staff working with the students but also by team leaders. Teachers are held accountable for the timely submission of these plans by the Prop 301 rubric each year.<br><br>ELD teachers also prepare and post weekly lesson plans on the server. ELD and SPED teachers, and our reading specialist, reinforce the curricular content of mainstream classes by engaging in discussions with core teachers during data team meetings following benchmark testing windows, and by communicating observations related to student progress or needs to get feedback often via email. The overlap of lessons aligned with curriculum maps and pacing guides in mainstream classes and supporting instruction in ELD, SPED and reading pullout learning environments ensures the appropriate standards are being addressed in the appropriate time frame according to students' specific needs. | |
| **Alignment of Curriculum** | |
| **10. How does the Charter Holder know the curriculum is aligned to standards?** | |
| Only curricula that are aligned to current standards are considered for selection. Information about potential curricula are examined from their website, marketing materials we receive in the mail, sample hard copy materials and any digital resources they may offer, as well as direct Q & A feedback from the company itself via email or phone. Extensive information related to standards alignment is outlined on the Houghton Mifflin-Harcourt website, and curriculum materials contain standards aligned information inside the teachers' manuals, outlining which portions of the standards are addressed at the beginning of each unit. Additionally, the curricula include a scope and sequence detailing the pace at which teachers should introduce each concept and the standards that will be addressed at that time. This information is listed at the beginning of each chapter and section. Teachers also review the curriculum materials for alignment, and any need supplementation, as they prep and teach the material.<br><br>Curriculum maps have also been developed for the school using the list of current standards. To date, curriculum maps have been developed on three separate occasions for our teachers: once in alignment with the Arizona State Standards, once upon the introduction of the new Common Core standards, and again with the induction of our newest math and reading curricula classroom sets. Curriculum maps were updated in 2013 specifically in order to align with ACCR standards. Teachers constantly refer to standards when developing lesson plans because the lesson plan format requires teachers to list the standards that each lesson addresses. Curriculum map and scope and sequence documents that list the ACCR standards help to expedite the planning process for teachers each week. Team leaders check off lesson plans each week to ensure that standards have been identified.<br><br>Pacing guides are evaluated in real time by teachers to determine how appropriate the pacing is and to make any adjustments that will lead to increased student mastery based | List documents that serve as evidence of implementation of this process:<br><br>Email conversations between school leaders and sources of potential curricula and materials<br><br>Go Math and HMH Journeys reading curricula aligned to ACCRS, specific standards listed at the beginning of each chapter and section<br><br>Curriculum maps for all grades<br><br>Scope and Sequence documents that support the curriculum maps for all grades<br><br>LPs including standards to be addressed<br><br>Dated checklist tracking submission and approval of lesson plans completed by team leaders<br><br>Correspondence between team leaders and teachers related to incomplete or inaccurate LPs |

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| on student assessment data, including taking more time to teach a difficult unit, taking less time to teach a unit based on previous student mastery, or adding in units of time for re-teaching. When an observation is made that a teacher has diverged from the intended scope and sequence, the teacher must provide reasoning based on their observations and student data. | |
| **Adapted to Meet the Needs of Subgroups***(Address all relevant measures)* | |
| **11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?** | |
| Only curricula that are equipped with differentiation materials suited for instruction and intervention with non-proficient students are considered during the adoption process. Information about potential curricula are examined from their website, marketing materials we receive in the mail, sample hard copy materials and any digital resources they may offer, as well as direct Q & A feedback from the company itself via email or phone. HMH Journeys reading class sets include the following tools for intervention: Write-In Readers that engage students in text while reinforcing core skills and vocabulary; a Reading Toolkit that includes 90 lessons in phonemic awareness, phonics, vocabulary, fluency and text comprehension; and a Literacy Toolkit composed of targeted instruction suited for small group work, leveled readers and assessments. HMH Go Math! sets offer video tutorials online that accompany every example in the program targeting specific skills by framing content in real-life context and giving step by step explanations. This option allows teachers to engage students visually and interactively. Go Math! also comes with Go Math Trainer, an online assessment tool that monitors student progress and adapts to provide instruction specifically suited to each student's needs, and with automatic reports for teachers. Finally Go Math! comes with engaging Grab'n'Go Differentiated Centers Kits that correspond to every lesson and provide teachers a way to re-teach and reinforce every concept as needed.<br><br>We also use the Avenues reading curriculum published by National Geographic Learning, which includes multi-level support for students and designed for use with ELLs. Grades 7-9 use the EngageNY math curriculum, which offers information for teachers on how to differentiate the curriculum for students of various learning levels and needs.<br><br>Teachers' use of math and reading curricula are monitored during formal and informal observations, and teacher support is provided in the form of professional development, coaching and peer mentoring to ensure teachers are equipped with the "know how" to integrate these materials on a daily basis.<br><br>School admin elicit suggestions from staff for materials to purchase that could contribute to the efficacy of these interventions. In addition to Journeys and Go Math! curricula, the following resources have been purchased in recent years and provided for teacher use in interventions upon request: A-Z Reading online subscriptions to leveled readers and assessments, teacher iPads, iPad minis for student use in small groups, interactive Promethean Boards, ETA Cuisenaire Math manipulative sets for visual and kinesthetic learners, | List documents that serve as evidence of implementation of this process:<br><br>Marketing information related to our curriculum intervention tools<br><br>Observation notes indicating use of curriculum materials<br><br>PD calendar showing dates of trainings for intervention related classroom materials and curricula, intervention strategies, differentiation and data<br><br>Classroom inventories completed by teachers |

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| Peer Assisted Learning Strategies (PALS) reading intervention program designed to promote fluency and peer-supported learning for grades K-6.<br><br>Each year, teachers fill out a classroom inventory checklist and submit to team leaders to ensure they are aware of all the tools at their disposal.<br><br>We have also sponsored professional development workshops for our instructional staff members that focus specifically on Response to Intervention, differentiation, intervention and data analysis to increase support of our lowest performing students. | |
| **12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?** | |
| Only curricula that are equipped with tools to support English Language Learner (ELL) students are considered during the adoption process. HMH Journeys reading class sets include the following tools for intervention: Language support cards incorporating content rich vocabulary and academic language, ELL leveled readers, and accompanying audio CDs for modeling of accurate pronunciation and prosody. HMH Go Math's video tutorials online accompany every example in the program and targeting specific skills by framing content in real-life context and giving step by step explanations. This option engages students visually and interactively who otherwise may not have the language skills to achieve full comprehension. Go Math! also comes with engaging Grab'n'Go Differentiated Centers Kits that correspond to every lesson and provide teachers a visual, colorful way to re-teach and reinforce every concept as needed.<br><br>English Language Development (ELD) teachers also attend the OELAS (Office of English Language Acquisition Services) conference annually, where they are taught ELD methodologies to use in their Structured English Immersion (SEI) classrooms. The ELD teachers use ELL methodologies each week in their lessons. ELD teachers reference ELL standards when developing their weekly lesson plans and post daily objectives related to the standards they address in the classroom for student reference. Our ELD program has met our AMAO's each school year, simultaneously reclassifying students into mainstream status and increasing their exposure to content in those classes affording them more opportunities for success on benchmarks.<br><br>All teachers upon hire are required to have completed the full 90 hour SEI endorsement as a part of their Highly Qualified status, as indicated on annual HQ forms and maintained in each teacher's permanent file. The school reimburses teachers for this training.<br><br>ELD and mainstream teachers work together during the initial weeks of each school year to ensure pullouts occur outside of core instruction time. Classroom schedules and ELD pullout schedules are created in conjunction, often on the tail of extensive email dialogue, and they are adjusted as needed to accommodate the needs of ELL students. School wide and classroom schedules are gathered by lead teachers, distributed to all staff during Orientation Week and amended | List documents that serve as evidence of implementation of this process:<br><br>Marketing materials for curriculum language based intervention tools<br><br>OELAS certificates and/or registration confirmations for ELD teachers<br><br>ELD Lesson plans for each week, including standards and daily objectives<br><br>HQ forms for all teachers showing SEI endorsement<br><br>ELD pullout schedules<br><br>Mainstream elementary and junior high class schedules<br><br>Quarterly ILLPs for each ELL student written by teachers<br><br>PD calendar showing date of ILLP training, and ILLP submission due dates<br><br>PD calendar showing dates of trainings for ELL relevant classroom materials and curricula, and ELL strategies<br><br>Classroom inventories completed by teachers |

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| as needed during the first weeks of school. As interventions, and ELL and SPED pullouts get underway, those schedules are added and checked against overlapping. When new ELL students register in a split grade 6-9, lead teachers send a request to office staff to place the student in the group containing the other ELLs since theirs is the schedule that has already been developed to allow them to attend all core instruction times.<br><br>Mainstream teachers design Individual Language Learner Plans (ILLPs) for ELL students to ensure ELD standards are addressed during instruction and that appropriate expectations for ELL students are made familiar and maintained when designing student activities and when grading. At the beginning of the year, the ELL Coordinator offers a professional development training for new teachers on how to write ILLPs. A sign-in sheet is collected from this training to record attendance. ILLPs are then submitted by teachers to the ELL Coordinator each quarter.<br><br>Within mainstream classrooms, teachers have been provided with ETA Cuisenaire Math manipulative kits for grades K-9, and a series of trainings and live webinars hosted by the school to provide teachers with opportunities to gain hands-on experience using these materials. These and other provided resources, like the introduction of two interactive Promethean Boards and student iPads, have added new visual stimuli into classrooms who suffer from language barriers. Teachers submit classroom inventories at the beginning and end of each year that ensure they are familiar with all the tools at their disposal. Numerous professional development trainings have been hosted by the school related to tailoring instruction specifically for ELLs. | |
| **13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?** | |
| We understand FRL students are more at risk of low academic achievement. As a Title 1 Targeted Assistance school, we are diligent in our efforts to identify, target and track the progress of low performing students. Each quarter, teachers identify students who have tested below benchmark on AIMS, Galileo or DRP in math or reading, or that are earning a failing grade in math or reading in the classroom. These students are ranked based on their degree of need (Tier 2 students are up to 1 year below benchmark, Tier 3 students exceed 1 year below benchmark) to help pair them with the appropriate intervention. Title 1 lists are revised twice per year following benchmark testing and collected by lead teachers. Teachers submit these forms in a timely fashion, as their completion is tied to Prop 301 funding twice per year.<br><br>Each student that qualifies for Title 1 services is written an Individual Learner Plan ("ILP") by their teacher, that identifies specific skills based on standards they are lacking to ensure interventions provide another means for these students to access the curriculum. New teachers attend an ILP training during the first weeks of school offered by team leaders to answer any questions. ILPs are updated quarterly and collected by team leaders. | List documents that serve as evidence of implementation of this process:<br><br>Title 1 class lists from every teacher, 3 annually<br><br>Title 1 tiers each quarter from every teacher, identifying students who will receive interventions and the intensity of interventions<br><br>Prop 301 rubric showing expectation for timely submission of paperwork<br><br>Technology room schedule & correspondence<br><br>Observation notes indicating use of ipad minis<br><br>After School Program attendance logs<br><br>Quarterly ILPs for each student below grade level in math or reading on AIMS, benchmark tests, or report cards, written by teachers<br><br>PD calendar showing date of ILP training, and ILP submission due dates |

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| Instruction and interventions that integrate technology also target these students, who may otherwise have fewer opportunities to be exposed to new technology and skills compared to other demographics. Students are given opportunities to utilize the school's stationary and mobile computer labs to work on school projects, and many teachers take advantage of our recent addition, the Technology Commons Room, which houses student computers and an interactive Promethean Board, to deliver more engaging lessons. Lead teachers in charge of calendars and scheduling coordinate teacher requests and visits to the technology room, sending out school wide schedule announcements via email to avoid conflicts.<br><br>Teacher iPads and student iPad minis also provide students with opportunities to engage in learning using technology. Use of these resources is observed during classroom observations and recorded in note-taking.<br><br>We also provide free After School Program services available by application on a first come first serve basis for parents who may work late or be without transportation. Classroom teachers coordinate with After School Program (ASP) staff to provide tutoring and homework assistance to at-risk students who attend the program. Free preschool provides another form of assistance to low-income families with young children and siblings of older students.<br><br>PD trainings are held to familiarize teachers with intervention related classroom materials, such as manipulatives, and curricula, intervention strategies, differentiation and data to help teachers gain skills supporting struggling students. | PD calendar showing dates of trainings for intervention related classroom materials and curricula, intervention strategies, differentiation and data |
| **14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?** | |
| Our special education coordinator is a certified special education teacher with a Master's level degree in special education. Our special education team also includes a full-time instructional assistant with some college experience in education, an occupational therapist, a psychologist, and a speech therapist. Our special education classes consist of small groups of one to five students. Numerous math and reading curricular resources are utilized to address the needs of students in different grades and with differing ability levels. Our special education department utilizes the Great Leaps curriculum in order to help students achieve fluency goals, which is designed for interventions with small groups. The Primary Phonics curriculum is also used in our special education department, which uses multisensory activities to reinforce reading comprehension skills. Our special education instructional staff members also utilize the Read Naturally curriculum in order to improve our students' reading fluency rates. This curriculum has multiple resources for working with students in small groups during interventions, which is the format of our special education classes. The special education classes range in size from one to five students per group. Our special education instructional staff members also adapt the leveled Go Math! Curriculum for special education students so that they are able to access mathematics standards that are aligned with their Individual Education Plan goals. The special education department also utilizes the Reading Express | List documents that serve as evidence of implementation of this process:<br><br>SPED pullout schedule<br><br>SPED planning process testimonial<br><br>SPED student work notebooks<br><br>Samples of mainstream math and reading curricula support materials<br><br>Sample of Great Leaps curriculum with small groups focus<br><br>Sample of Primary Phonics curriculum multisensory activities<br><br>Sample of Read Naturally curriculum with small groups focus<br><br>Sample of Reading Express curriculum<br><br>Sample of Wilson Program curriculum<br><br>Mainstream classroom schedules<br><br>Correspondence between SPED and mainstream teachers related to planning |

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| curriculum in order to practice reading comprehension skills. The Reading Express curriculum includes materials for grade leveled interventions and resources for low-level readers. We also use a Wilson Program curriculum for reinforcing phonics skills to our special education students. This program is leveled and multisensory to appeal to our students' specialized needs. Integration of curricula materials in SPED classes is observed during classroom observations by members of the executive team.<br><br>In SPED and mainstream classes, the manipulative kits corresponding to the ETA Cuisinaire Math program, student iPads, and Promethean Boards also appeal to students multisensory learning styles. Use of these resources in SPED and mainstream classes are observed during classroom observations. Lead teachers in charge of calendars and scheduling coordinate teacher requests to use the Promethean Board, sending out school wide schedule announcements via email to avoid conflicts.<br><br>SPED and mainstream teachers work together during the initial weeks of each school year to ensure pullouts occur outside of core instruction time. Classroom schedules and SPED pullout schedules are created in conjunction, often on the tail of extensive email dialogue, and they are adjusted as needed to accommodate the needs of SPED students. School wide and classroom schedules are gathered by lead teachers, distributed to all staff during Orientation Week and amended as needed during the first weeks of school. As interventions, and ELL and SPED pullouts get underway, those schedules are added and checked against overlapping. When new SPED students register in grades 6-9, his/her pullout times must be carefully planned to avoid interruption of core instruction times. The SPED department also communicates frequently with teachers when planning in an effort to reinforce classroom instruction whenever possible. | SPED observation notes documenting use of curricular and intervention materials |

**Area III: Assessment**

| Assessment System | |
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| **1. What types of assessments does the Charter Holder use?** | |
| Students are tested using a combination of school wide benchmarks, curriculum-based and teacher-made tests. School wide benchmarks include Galileo (administered four times per year in reading, math and science) and Degrees of Reading Power ("DRP") administered three times per year to test fluency, accuracy and comprehension. Galileo includes a pretest in August, a post test in May, and two midyear benchmarks in fall and winter. The pretest is composed of 50% previous year standards and 50% current year standards to assess how prepared students are beginning the year. The other three tests address a random, comprehensive sampling of standards from the current year only. Galileo online resources allow teachers to access reports in a variety of formats that show student performance on specific standards and individual questions, risk analyses for individual students and whole class, and a whole class profile showing percentage of mastery.<br><br>DRP includes a pretest in August, a midyear test in December and a post test in May. All tests are composed primarily of non-fiction cloze texts with high content and academic vocabulary, and are administered on computers. Interactive testing tools such as highlighters and magnifying glasses help differentiate the test for students with diverse needs and prepare students for the upcoming digitized state test. DRP online resources allow teachers to access reports in a variety of formats that show each student's current reading grade level, makes recommendations for specific styles of text and titles that students should be able to read independently and more challenging texts for them to try with assistance, and gives a whole school profile showing numbers of students at each level.<br><br>In previous years we used the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) test to measure students' grade levels in fluency and accuracy skills. This year we replaced the DIBELS test with DRP because of its emphasis on comprehension and active engagement with a text, which will more fully align with the new ACCR standards.<br><br>Teachers also implement curriculum or teacher-made tests in reading and math at intervals of 1-2 weeks following each unit. These assessments are documented in teachers' weekly lesson plans and gradebooks.<br><br>Student portfolios are also created in order to provide information about students' daily, weekly, monthly and/or quarterly work accomplishments. Benchmark test results and report cards are saved in these folders, including other work that particularly reflects each student's progress when deemed appropriate. Portfolio contents are shared with parents during parent-teacher conferences, serve as an added resource when needed to demonstrate growth or for additional planning. | List documents that serve as evidence of implementation of this process:<br><br>Galileo data and reports<br><br>DRP data and reports<br><br>School testing calendar<br><br>DIBELS data<br><br>LPs including weekly math and reading tests<br><br>Curriculum based math and reading assessments<br><br>Teacher made math and reading assessments<br><br>Student portfolios containing evidence of math and reading progress<br><br>Teacher's Gradebooks |

| 2. What was the process for designing or selecting the assessment system? | |
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| Members of the executive team and our reading specialist are responsible for researching available standards-aligned assessments that will provide our staff with the most extensive data to help inform their instruction. Meetings are called with assessment representatives. Executive team members gather information from the meetings and participate in demonstrations of how the assessments would be presented to students, and how staff members could interpret and use the data. This information is later discussed during weekly executive team meetings. Information and sample materials are presented to instructional staff during staff meetings soon after to gather feedback. The executive team then makes the final decision about which assessment to adopt based on all the information acquired during the entire process.<br><br>Student performance is also taken into account when selecting a new assessment for the school. This was the case with DRP. For many years, students were tested for reading fluency using DIBELS, and teachers conducted frequent progress monitoring pullouts, collected data and adjusted instruction to raise these scores. Last year, following recommendations from the DIBELS test coordinator and discussions during executive team meetings that revolved around differences in the new standards and the new state test (ie. Focus on non-fiction text, academic language and content vocabulary, interactive test items, critical thinking), the executive team began the process described above of examining alternate potential assessments. In the end, students were transitioned into using the DIBELS Next assessment, which incorporates more rigorous non-fiction texts and academic vocabulary, in an effort to better prepare them to succeed on the new state assessment. However, feedback and information produced by teachers and our reading specialist soon indicated that these texts were often suited to higher grade levels as measured by other lexiles. In addition, student performance on assessments and behavior in class and during interventions indicated that students were rushing through reading passages and failing to recognize or question what they didn't understand. Instructional staff recognized the correlation between these observations and habits that were being reinforced by the DIBELS assessment that only measured words per minute and began to inquire about other possible assessments. For these reasons and following the system outlined above, Degrees of Reading Power (DRP) was selected for introduction this year based on its inclusion of reading comprehension measurements. Early on, DRP was proposed by the reading specialist who had previous experience with the program, she shared information with school leaders at an executive team meeting, and based on that information leaders scheduled a phone conference with a DRP representative to gather more information. Satisfied with the information they received, leaders introduced the assessment to teachers at an all-staff meeting to gauge concerns and distribute materials, ultimately deciding to adopt the new test.<br><br>Teachers designing original Galileo quizzes based on data-based needs isolate one or just a few standards to test in a | List documents that serve as evidence of implementation of this process:<br><br>Sign in sheets and/or notes from meetings with assessment representatives<br><br>Executive team meeting agenda noting evaluation/selection of assessment<br><br>Staff meeting agenda indicating discourse related to evaluating/selecting an assessment<br><br>Correspondence from staff regarding assessment evaluation, recommendations for new assessment<br><br>Screenshot of Galileo online folders showing teacher-made quizzes<br><br>Teacher-made tests<br><br>Weekly lesson plans showing assessments in reading and math<br><br>Lesson plan checklist completed by team leaders |

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| shorter format than a regular benchmark, limited to 10-20 questions, that will allow them to monitor student progress between larger testing windows. Galileo online resources allow teachers to select the standards they want to appear on a given quiz, and then choose the desired number of questions from an item bank. Teachers then print out their quiz. Lead teachers check teachers' Galileo folders online 2-4 times per year to ensure use of this resource.<br><br>Teacher-made tests include items that have been addressed during instruction that may not be available in the Galileo format, for example demonstrations, presentations, assessment related to a specific project or text, or another content area. They also include assessments for students who require modified assignments due to SPED or other qualification. Weekly tests and quizzes are written into each teacher's lesson plan document and checked off by lead teachers. | |
| **3. How is the assessment system aligned to the curriculum and instructional methodology?** | |
| Galileo is standards-based, so it aligns with ACCR standards. The first administration is comprised of 50% prior year standards and 50% current year standards to assess students' initial preparedness, therefore a student at grade level can be expected to score 50% on the test. The first midyear benchmark is comprised of a random sampling of 100% of current year standards. Since students at this time will only have received instruction for a quarter of the year, a student at grade level and expected to score at benchmark (80-100%) by the end of the year should score 20-40% on the test. The 2nd midyear benchmark follows the same format as the prior test, and having received slightly more than 50% of the year's instruction at this time, grade level students in the winter should test at 40-50%. Galileo assessments have been avoided for the spring so as not to "over test" students just before AIMS. (In the past, we have scheduled assessments in the spring and observed that student performance on AIMS dropped.)<br><br>The results of these tests give teachers a clear class profile of the standards that have already been mastered, those for which students are approaching mastery, and those which students fall far below mastery. Teachers then are able to plan instruction targeting standards that students need, spending less time on standards that students know, and identify students for interventions who have needs that do not conform to the needs of the class at large. Since all of the tests except the post test contain standards to which students will not yet have been exposed, teachers can focus on student performance for standards they have already taught for a measure of what to re-teach. Galileo also allows teachers to develop goals for student performance throughout the school year on ILPs, for interventions, and for the whole class during data team meetings and after school planning times.<br><br>Galileo quizzes made and administered by teachers in between benchmark testing times helps teachers and students gain familiarity with testing format and language, and different ways to frame standards into questions for practice in class. The standards included on these quizzes are | List documents that serve as evidence of implementation of this process:<br><br>School testing calendar<br><br>Report showing assessment standards<br><br>Galileo standards based assessments<br><br>Galileo Class Risk Level Summary<br><br>Galileo Intervention Alert<br><br>Staff meeting agendas showing attention to student data<br><br>DRP materials showing reading levels and recommended texts<br><br>Galileo teacher-made quizzes<br><br>Curriculum-based tests<br><br>Benchmark testing schedule showing proctors and break times |

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| hand-picked by teachers to mirror what is currently being taught in the classroom, and can be used with the whole class or small group to monitor the progress of interventions.<br><br>The DRP assessment helps teachers select appropriate texts for use during regular instruction time, for interventions, or to recommend for practice at home. Following the pretest, teachers get a picture of where students are starting, which texts would be most appropriate to use, which texts would challenge students, and which texts they are working towards. Test results also assist teachers in identifying intervention groups based on similar ability levels. The midyear assessment informs teachers on the amount of progress that is being made, whether current instruction strategies are working, or whether a new plan needs to be thought out. DRP also allows teachers to develop goals for student performance throughout the school year on ILPs, for interventions, and for the whole class during data team meetings and after school planning times.<br><br>Curriculum-based and teacher-made tests are strongly linked to the curriculum for clear reasons. In both cases, standards tested are the same as those being taught. Curriculum-based tests use similar language and question format as is used during instruction. Teacher-made tests can easily be modified for re-teaching, focusing more narrowly on a single skill, for quick assessments, small groups, or for students with special needs.<br><br>Benchmark tests are administered by students' regular classroom teacher joined by another instructional staff member to ensure students are at ease while testing. Tests and coverage are also scheduled so as to allow all classes the same amount of break time they would traditionally receive so as to diverge as little as possible from students' regular schedule and avoid penalizing them during testing time. | |
| **4. What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?** | |
| Students are tested in math and reading using Galileo four times per year, in August, then once in the fall, in the winter, and again in May. Grades 4 and 6-9 are also tested in science. Instruction is modified to target weak areas following data analysis of each test.<br><br>A school wide reading fluency test (now DRP, formerly DIBELS) is administered three times per year at beginning, mid and end of year intervals. Teachers use results to group students for intervention and identify appropriate texts for instruction.<br><br>Opportunities are given for analysis of data from Galileo and DRP assessments during staff meetings that follow benchmark testing windows. Data questionnaires are completed by data teams to guide analysis and planning. This year data teams completed a 6 week plan for re-teaching using a template provided by the Quality Schools Program consultant.<br><br>Curriculum-based or teacher-made tests are administered every 1-2 weeks in math and reading in each class at the end of each unit. These summative assessments are recorded on | List documents that serve as evidence of implementation of this process:<br><br>School testing calendar<br><br>Galileo data<br><br>DRP data<br><br>Staff meeting agenda showing focus on student data<br><br>Data Meeting Focus Sheets<br><br>6-week Instructional Plans<br><br>School PD calendar showing data analysis and training<br><br>Weekly LPs showing math and reading assessments<br><br>School calendar showing early release dates |

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| teachers' weekly lesson plans, and once graded, serve as a guide for teachers for further planning. Teachers and IAs have common planning times for an hour after school each day, during one early release Friday per month, and one additional early release day each quarter. Teachers also have a separate planning period daily for 40 minutes that is not with an IA when additional planning can take place.<br><br>Formative assessments occur at least daily, sometimes weekly at the teacher's discretion. These occur in the form of teacher-made quizzes, exit tickets, worksheets, notes, targeted questioning, and observation, and give teachers information about students' level of mastery of content, whether students are ready to move on to new material or re-teach. | Class schedules showing planning times<br><br>Teacher-made tests and exit tickets |
| **Analyzing Assessment Data** | |
| **5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?** | |
| Time is allotted during staff meetings following testing windows for teachers to examine test data and meet in data teams for analysis and planning with other relevant instructional staff members. Teachers are also free to plan for one hour after school each day, during one Friday early release each month, and one extra early release day each quarter. These are times when teachers and IAs can meet for joint planning. In previous years, data teams completed targeted questionnaires during staff data meetings that helped to guide their analysis and help with planning. Sign-in sheets were collected from these meetings to record participation. This year is our first year participating in the Quality Schools Program that provided their own documents and led teachers to develop a 6-week plan for re-teaching following testing.<br><br>At the beginning of each year, teachers examine student benchmark data to identify students at risk. Two documents are submitted to team leaders in these first weeks: the first, a graphic identifying which of their students are below grade level in either math or reading on any of the most current benchmark tests, including both state and school wide tests, and the degree to which students are behind, options including up to one year and more than one year below grade level; the second, a chart ranking students into three tiers based on level of need. Tier 1 is whole group instruction, tier 2 include those who are less than one year below benchmark, and tier three include students who exceed one year below benchmark. These documents are submitted to team leaders, and when completed by the deadline, count toward each teacher's Prop 301 payout in December.<br><br>Teachers must analyze data following each administration of benchmark tests in order to first compose and later update Individual Learner Plans (ILPs) for each student below grade level in either math or reading on any of the most recent benchmark tests or on a report card. These ILP's identify specific skills that will be targeted during each student's intervention and a performance goal. ILP's are updated 3 times annually following benchmark testing windows; if the student has not achieved his/her goal, the plan will be | List documents that serve as evidence of implementation of this process:<br><br>Staff meeting agendas showing time allotted for data analysis<br><br>School calendar showing early release days<br><br>Sign-in sheets from staff meetings focused on student data<br><br>Data Meeting Focus Sheets<br><br>6-week Instructional Plans completed by teachers<br><br>Title 1 class lists, 3 revisions annually per teacher<br><br>Title 1 intervention tiers, 3 revisions annually per teacher<br><br>School calendar showing teacher due date for submission of intervention group data<br><br>ILPs for each student below grade level on benchmarks, AIMS or report cards, 3 revisions annually per teacher<br><br>Prop 301 rubric showing expectation for timely submission of paperwork<br><br>Prop 301 checklist completed by team leaders<br><br>PD calendar and/or sign-in sheets for trainings on student data, Galileo, DRP, DIBELS<br><br>Weekly lesson plans<br><br>Lesson plan checklist completed by team leaders<br><br>Teachers' self-created Galileo assessments based on analysis of un-mastered standards and student needs<br><br>Report card notes returned to teachers from team leaders |

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| extended and modified if necessary, if the student has achieved his/her goal but is still below grade level, a new goal will be set, and if the student has achieved his/her goal and is no longer below grade level, a new ILP will not be written since the student would not require further intervention. As with other forms of documentation, ILP's and their revisions are collected by lead teachers, the timely submission of which is linked to Prop 301 payouts.<br><br>Numerous professional development trainings have been hosted by the school to increase teachers' familiarity with data collection and analysis, and to provide them materials to facilitate the process. Galileo trainings have taken place every year, including the first two years of implementation when Galileo representatives visited the school and conducted private webinars to answer questions concerning access to reports. DIBELS and DRP trainings are also among the mandatory trainings that have been offered by the school. Sign-in sheets from these trainings have been collected to record staff participation.<br><br>Teachers use the data to gauge the effectiveness of their instruction and identify opportunities for re-teaching that appear in lesson plans. Teachers also design original Galileo quizzes that address the particular needs of their students as determined by benchmark data to monitor student progress at smaller intervals. DRP data is used to identify students' individual reading levels and group them for interventions as well as select appropriate texts for interventions, tutoring or practice at home.<br><br>Report cards are also reviewed for consistency with benchmark results by team leaders before finalization each quarter. When teachers' grading systems can be seen to significantly and/or consistently diverge from benchmark results, teachers are asked to provide valid justification or reasoning to ensure grades are not casually allotted and to encourage further consideration and analysis of data among teachers.<br><br>Quarterly academic awards ceremonies are also held for grades 5-9, which necessitate further familiarity with student data, as students are recognized for academic excellence using a rank order determined by their GPAs. These events have had the additional effect of raising students' own awareness and motivation to improve their scores. | |
| **6. How is the analysis used to evaluate instructional and curricular effectiveness?** | |
| During data team breakout sessions in staff meetings, staff completes a Data Meeting Focus Sheet questionnaire to help guide data analysis and planning. Teachers are guided to examine the performance of the class as a whole, and then orient themselves to more subtle trends. Sample questions include "(On some questions) did all the students choose the same wrong answer? Why?" and "Do the results (of one standard) influence another?" Answers to these questions draw teachers' focus to common misconceptions amongst students, and areas of strength and weakness for example. Observing how students perform on standards that have already been taught, the depth of understanding or lack | List documents that serve as evidence of implementation of this process:<br><br>Staff meeting agenda and/or affiliated sign in sheets showing focus on student data<br><br>Data Meeting Focus Sheets<br><br>Professional development calendar showing QSP trainings related to data analysis<br><br>6-week Instructional plans |

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| thereof, shows teachers whether or not instruction has been effective. If it has, instruction can move forward. If it has partially, re-teaching can focus on particular aspects of standards that continue to elude students. If instruction has not been effective, then teachers will need to find an alternate way of re-teaching the same material, and further examination of the data beginning with the Data Meeting Focus Sheet can provide clues for understanding just where to start.<br><br>Beginning the second half of 2014, and continuing this year, 2015, we are working with the Quality Schools Program. Data examination has been driven by professional development trainings and sessions on creating a 6-week re-teach plan. All teachers create plans that include the standards most recently taught, the percent of mastery, the number of students meeting the standards, the number of students not meeting the standards, and possible interventions for students who need them. Teachers can also analyze the same data for standards that have not yet been taught. Teachers analyze this data in order to determine how they can best prepare students for upcoming benchmarks by targeting specific standards to review each week.<br><br>Following analysis, teachers use DRP assessment results to identify specific styles and titles of texts appropriate for students at an independent and instructional level. Results are also used to group students for interventions based on similar ability levels.<br><br>Galileo assessment results provide information on the level of risk for each student, and whole class and individual student performance on each standard. Teachers use this information to identify areas for re-teaching and intervention that can be found in weekly lesson plans and intervention plans. Individual student performance data is used to update ILPs three times per year, focusing on skills students have failed to master according to assessment data. ILPs are collected three times per year by lead teachers. Timely completion and submission of these documents is referenced on the Prop 301 Rubric and linked to Prop 301 payouts twice per year. Lead teachers confirm with the superintendent and finance manager that documents have been received. | DRP reports for each class<br><br>Galileo Class Risk Level Summary<br><br>Galileo Intervention Alert<br><br>Reading intervention groups by class (see that students are grouped by performance ability – derived from DRP and Galileo results - with texts to challenge them at their level)<br><br>ILPs targeting skills based on standards that have already been taught, 3 sets annually per teacher<br><br>Prop 301 rubric showing expectation for timely submission of paperwork<br><br>Prop 301 checklist completed by team leaders<br><br>Weekly lesson and intervention plans<br><br>LP checklist completed by team leaders |
| **7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?** | |
| Data Meeting Focus Sheets or 6-week Plans are completed by data teams following the availability of assessment data (usually 1-2 weeks following testing to accommodate late finishers and absentees) during the next staff meeting. Staff meetings are held 1-2 times per month, generally on Friday afternoons. (The remaining weeks are reserved for professional development trainings, Professional Learning Community meetings, Professional Development Plans, and planning.)<br><br>Planning indicated in each of the data focus sheets or 6-week plans on a Friday is implemented into classroom instruction either the upcoming Monday or the following week, when a window can be found in current class activities for re-teaching | List documents that serve as evidence of implementation of this process:<br><br>Data Meeting Focus Sheets<br><br>6-week Instructional plans<br><br>Staff meeting agenda showing time for data analysis<br><br>LPs that incorporate 6 week plan |

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| or starting anew. This depends on each teacher's discretion and how far along they happen to be in their planning process. | |
| **Adapted to Meet the Needs of Subgroups** *(Address all relevant measures)* | |
| **8. How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?** | |
| Students in the bottom 25% are identified at the beginning of each year by members of the executive team using ADE AIMS data and pivot tables. Lists of these students are provided to teachers at this time as a backup to ensure their names appear on the Title 1 class lists and intervention tiers lists that teachers submit to team leaders. Below benchmark performance on AIMS is one criteria for students to be identified for Title 1 services at our school, so these students should always appear on Title 1 documents at this time, but this is one safeguard we have to ensure no one is overlooked.<br><br>At the same time, copies of these lists are also given to team leaders so that these students are highlighted in discussions related to instruction, intervention and student performance at staff meetings, and especially during times when data analysis is occurring.<br><br>Title 1 lists are updated 2-3 times per year following each benchmark testing session using the new data, and collected by lead teachers who check to ensure bottom 25% students continue to appear and participate in interventions.<br><br>All Title 1 students also receive an ILP written by the teacher and updated twice per year following benchmark testing. These documents are also collected by lead teachers. The timely submission of both Title 1 documents and ILPs is referenced in the Prop 301 rubric and tied to semi-annual payouts.<br><br>Preparation of Title 1 and ILP documents requires teachers to examine data, thus students in the bottom 25% are guaranteed to have teachers examining their data the entire year, different than students who may have qualified for Title 1 due to low performance on another measure (Galileo, DRP, report cards) and may graduate out of the program midyear. When examining data, teachers use observations gleaned from Galileo and DRP reports, with the help of the Data Meeting Focus Sheet and/or 6-week Plans, to identify student weaknesses, trends and progress and then plan interventions to target these areas.<br><br>This year, expectations that teachers, rather than instructional assistants (IAs), lead interventions have been emphasized, giving students participating in interventions the advantage of working with a more qualified and informed staff member. Because teachers are the ones who analyze their assessment data, they know best how their students are performing and what strategies to utilize in order to increase standards mastery.<br><br>Teachers also offer tutoring to Title 1 students twice per week, once for math and once for reading. Student sign-in sheets are collected for documentation. | List documents that serve as evidence of implementation of this process:<br><br>Bottom 25% lists<br><br>Title 1 class lists from each teacher<br><br>Title 1 intervention tiers from each teacher<br><br>School calendar showing due dates for completion of Title 1 list updates<br><br>ILPs for all students below grade level on benchmarks, AIMS or report cards<br><br>School calendar showing due dates for completion of ILP updates<br><br>Prop 301 rubric stating expectation for timely submission of paperwork<br><br>Prop 301 checklist completed by team leaders<br><br>Data Meeting Focus Sheets<br><br>6-week Instructional Plans<br><br>Galileo data<br><br>DRP data<br><br>Weekly Intervention plans<br><br>Intervention sign-in sheets<br><br>Tutoring logs |

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| **9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?** | |
| ELD teachers participate in data team meetings and contribute to the completion of Data Meeting Focus Sheets and 6-week Plans. Sign-in sheets are collected at these meetings to record attendance.<br><br>Results of data from Galileo and DRP assessments are analyzed with an understanding of the specific challenges related to language barriers these students face. Mainstream teachers consult with SEI teachers to gain insight about common patterns of which to be aware. More attention is given to language, for example false cognates that might confuse ELL students or technical language that could require pre-teaching. When analyzing results of students for whom the language barrier is greater, teachers consider that student's performance in the classroom compared to testing to determine whether a wrong answer indicates either genuine lack of knowledge or understanding.<br><br>Teachers take care to incorporate ELL/SEI strategies into instruction to help prepare ELL students for testing, including pre-teaching vocabulary, use of visuals and gestures, partnering, use of manipulatives and realia, and modeling. These techniques are recorded during observation note-taking.<br><br>ELD teachers also administer weekly teacher-made tests during pullout times to monitor student growth and the effectiveness of ELD instruction. These assessments are noted on weekly ELL lesson plans that are posted on the server. ELD teachers reference ELL standards on a daily basis while planning, and design short assessments to measure student mastery of the specific skills introduced each week. Assessments must be brief to fit within the pullout block, and so ELD teachers are able to quickly grade them and plan the next week in response to student performance.<br><br>Accommodations for these students can include the use of Spanish-English dictionaries and/or test translation. | List documents that serve as evidence of implementation of this process:<br><br>Staff meeting agendas and/or sign-in sheets showing attention to student data, showing ELD teacher attendance<br><br>Observation notes documenting use of ELL strategies during instruction<br><br>ELD lesson plans identifying standards & showing weekly assessments<br><br>ELD teacher-made assessments |
| **10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?** | |
| 98% of our students are eligible to receive free or reduced lunch from the National School Lunch Program. At nearly 100% FRL, it is important our assessments are administered in the morning, giving FRL students an opportunity to have a healthy breakfast at school before testing if they can't eat at home. During AIMS testing, we also provide healthy snacks and juice before testing and during testing breaks to ensure students keep their energy up. Prior to AIMS testing, letters are sent home to alert parents and ask that students get plenty of rest, eat a wholesome breakfast, and not be pulled from class during that time. Local businesses also offer breakfast to testing students and the school makes these announcements to ensure students are aware of these opportunities. Students with irregular attendance are offered rides to school when possible and upon parent approval. This year, tutoring has been offered during the school day because we observed that many struggling students could not attend after school due to ride schedules, lack of parent involvement, | List documents that serve as evidence of implementation of this process:<br><br>Testing schedules showing AM testing times<br><br>Correspondence related to providing AIMS snacks for students<br><br>AIMS testing window letters home<br><br>Tutoring logs<br><br>ASP attendance log & homework folder<br><br>Correspondence related to events meal planning |

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| or other conflicts. This is one intervention intended to increase test scores. For FRL students who are able to stay after school, we have a free After School Program ("ASP") that offers homework and tutoring help. Community events hosted by the school frequently offer free meals to increase turnout and parent involvement. Involvement in sports is also free and provides an incentive for students in grades 5-9 to keep their grades up in order to be eligible to play in the games. Our superintendent decided to found our school in this neighborhood because of the low graduation and literacy rates and the poor performance of some of the district schools in the area. | |
| **11. How is the assessment system adapted to meet the assessment needs of students with disabilities?** | |
| At the beginning of each year, the SPED teacher holds one-on-one meetings with each teacher to discuss the specific needs of each SPED student and communicate qualifying accommodations. IEPs are examined together and learning goals are clearly identified. Progress toward these goals is revisited during IEP meetings which teachers also attend. All adults present during these meetings sign off on the meeting to document their participation.<br><br>The SPED teacher also provides mainstream and ELD teachers with materials such as color overlays or calculators, for example, for teachers who may not have these items on supply in a regular classroom. She also distributes a packet of information to each teacher on strategies used to support SPED students during instruction.<br><br>The SPED teacher is in regular contact with other teachers, often via email in after school in person, to exchange information related to SPED students' progress, ask and answer questions, and otherwise coordinate instruction so that time during pullouts will support standards addressed during mainstream class time.<br><br>Students take the benchmark tests following the accommodations that are listed for students in their IEPs. SPED students are tested in small groups in a separate location with teachers with whom they are familiar. Other accommodations include:<br><br>One-on-one testing for students with severe focus issues<br>Having the math test read aloud for students with reading disabilities<br>Having instructions read aloud and repeated as needed<br>Having instruction language simplified<br>Access to additional or longer break times<br>Use of color overlays or place markers while reading<br>Use of word processors (with grammar, spell check and predict ahead features turned off) for students with severe writing disabilities<br>Ability to test at a specific time of day<br>Preferential seating<br>Use of a study carrel<br>Use of white boards<br>Permission to read quietly to self<br>Access to a scribe or a person to transfer answers to the bubble sheet for students with visual tracking and writing issues | List documents that serve as evidence of implementation of this process:<br><br>Orientation Week schedule showing 1:1 SPED conferences &/or SPED services statements signed by teachers<br><br>IEP meeting signature pages<br><br>SPED informational packet<br><br>Correspondence between SPED and other teachers related to student performance and coordinating instruction<br><br>SPED pullout testing schedule |

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| Use of Braille writers or abacus<br>Soft lighting, special furniture, special pencil, amplification<br><br>For informal assessments in class, teachers provide accommodations such as allowing students to use notes during tests, retaking a test after studying the incorrect answers and having scores averaged together for a final test grade, reducing some of the choices in multiple-choice formats, being able to respond orally, demonstrating knowledge by completing projects instead of completing the same tests as other students, using manipulatives, using multiplication charts, using a calculator when appropriate, completing shortened tests with more time and breaks, and being provided with additional review materials before each test. | |

**Area IV: Monitoring Instruction**

| **Monitoring the Integration of Standards** | |
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| **1. What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?** | |
| Curriculum maps and curricula materials in classrooms are standards based, and are aligned with one another. The maps guide teachers on how to use the curriculum. Teachers use the maps to plan their lessons, listing standards on weekly lesson plans that are posted on the server, and checked by lead teachers. If lesson plans are found to be incomplete, for example containing gaps in instruction, plans that fail to change from week to week, or failure to identify which standards are being taught, lead teachers address these issues with the teacher and corrections are made. These conversations occur via email and in person.<br><br>Executive team members observe the use of curricula materials in the classroom during formal and informal classroom observations. All classroom activities are recorded in notes taken on the observation form. Prior to formal observations, teachers provide executive team members with a copy of the lesson plan for that day, so in addition to weekly checks, standards are checked on the lesson plan form at this time as well. Formal classroom observations occur twice per year for all teachers, in the fall and again after Winter Break. Teachers whose observations communicate a failure to show improvement or whose students are deemed to be at significant risk are observed a third time, as outlined on the observation timeline contained in the Educator Effectiveness Framework.<br><br>Informal observations also make up part of the official observation cycle, as laid out in the Educator Effectiveness Framework. These observations are unannounced, lasting just 5-10 minutes, and occur on a weekly basis, with emphasis placed on new teachers. During these visits, observers are looking to see that students know three things: what they are learning, what they are being asked to do, and why. Teachers who are seen not to be utilizing curriculum materials or whose instruction fails to address standards are provided support, for example meeting with a team leader to answer questions and provide guidance on how to write lessons, use | List documents that serve as evidence of implementation of this process:<br><br>Curriculum maps showing standards<br><br>Weekly lesson plans identifying standards<br><br>Lesson plan checklist completed by team leaders<br><br>Correspondence between team leaders and teachers addressing incomplete LPs.<br><br>Observation notes documenting use of curriculum materials in instruction<br><br>School calendar showing formal observation dates<br><br>Educator Effectiveness Framework observation timeline and informal observations<br><br>QSP representative observation schedule showing preferential time blocks for struggling teachers<br><br>QSP notes shared with principal and superintendent<br><br>Executive team meeting agendas sharing results of observations/teacher support |

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| materials or interpret standards, peer mentoring, opportunities for peer observation, model lessons, and professional development training. As this occurs primarily with incoming teachers who are unfamiliar with our mapping tools and curricula, frequent informal observations in the beginning are a good way to identify and address these issues quickly. Feedback from these visits is shared with teachers via email, written notes and in person. Significant observations are also shared in conversations during executive team meetings. | |
| **2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?** | |
| Following each formal observation, teachers meet with the observer to debrief. During the debrief, they together complete a Co-investigation Worksheet that asks the teacher to identify a year-long goal for the class that is tied to that subject area, and a lesson objective for that particular lesson. Students are grouped into four categories on the form: those who met the objective, those who progressed toward the objective, those who fell far below, and those who made no attempt. The teacher then identifies student and teacher actions that took place during the lesson that contributed to both student success and failure. Finally, teachers identify 2-3 specific things they can do to improve future lessons. Subsequent informal observations are conducted to see that these action steps are in place.<br><br>All instructional staff members also participate in video-recorded peer observations twice per year. This requirement is listed on the Proposition 301 rubric and is tied to payout monies twice per year. During this process, teachers first complete a self-reflection form containing questions about instruction, content and classroom management. Teachers then identify one area for improvement. After this, they exchange video lessons with a peer and meet to give one another the same feedback, finally identifying action steps they will take to improve their next lesson. Video debrief forms are collected by team leaders twice per year prior to Prop 301 payouts.<br><br>Instruction is also made more effective through the planning that takes place during data team meetings following each benchmark test. Teachers fill out Data Meeting Focus Forms or 6-week Plans based on observations derived from recent student data. Sign-in sheets are collected from these meetings to record participation. | List documents that serve as evidence of implementation of this process:<br><br>Observation debrief Co-investigation worksheets<br><br>Prop 301 rubric stating expectation for 2 cycles of peer video observations annually<br><br>Professional Growth Plans with video observation criteria, from all teachers<br><br>Video observation self-reflection forms<br><br>Prop 301 checklist completed by team leaders<br><br>Staff meeting agendas and/or sign-in sheets showing focus on student data<br><br>Data Meeting Focus sheets<br><br>6-week Instructional Plans |
| **Evaluating Instructional Practices** | |
| **3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?** | |
| Our Educator Effectiveness Framework outlines a full-cycle evaluative process that includes both formative and summative procedures. We begin with an all staff orientation conference at the beginning of each year, at which time we review the evaluation process and instruments, and provide each teacher with a copy of the Educator Effectiveness Framework manual for reference. Sign-in sheets are collected during this conference to record attendance. | List documents that serve as evidence of implementation of this process:<br><br>Educator Effectiveness Framework full cycle process<br><br>School calendar showing Educator Effectiveness meeting and distribution of materials<br><br>Educator Effectiveness meeting agenda and/or sign-in sheet |

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| The first formal observations are scheduled by team leaders in the fall, email announcements of these schedules are sent out to relevant staff, and each teacher meets with their observer one week in advance for a Pre-Observation Conference to establish rapport, review the process, ask and answer questions, and submit the lesson plan.<br><br>Formal observations take place during which observers take notes on an observation form of all class activities during a full lesson, giving teachers an opportunity to demonstrate their teaching ability. The Quality /Schools Program ("QSP") representative also conducts classroom observations and follow-up conferences with teachers to provide recommendations for improvement. These notes are shared with the principal and superintendent via email and in person.<br><br>Debrief conferences follow as soon as the same day, but no later than 2 days after the observation. These are also scheduled via email between the team leaders and teachers. During the debrief, they together complete a Co-investigation Worksheet that asks the teacher to identify a year-long goal for the class that is tied to that subject area, and a lesson objective for that particular lesson. Students are grouped into four categories on the form: those who met the objective, those who progressed toward the objective, those who fell far below, and those who made no attempt. The teacher then identifies student and teacher actions that took place during the lesson that contributed to both student success and failure. Finally, teachers identify 2-3 specific things they can do to improve future lessons. Subsequent informal observations are conducted to see that these action steps are in place.<br><br>Informal drop-in classroom observations lasting between 5-10 minutes are conducted on a weekly basis by members of the executive team unannounced, and informal feedback is provided to teachers either verbally if time allows, or in email the same day.<br><br>Over the course of the year, lesson plans and student benchmark scores are monitored by members of the executive team for completeness and student progress. Lesson plans are posted on the server each week on Friday afternoon and checked by lead teachers. Benchmark scores are cross-checked with report card grades each quarter by lead teachers for consistency, and are also monitored by the principal and superintendent to check for progress or concerning trends and discussed in executive team meetings.<br><br>At the end of the year, teachers complete the Educator Evaluation Rubric as a self-evaluative tool, and submit these to the principal. Teachers' self-evaluations are discussed during an executive team meeting, lead teachers and the principal share feedback with the superintendent, and the superintendent makes a final determination for the evaluation. Results of the evaluation rubric are considered together with student benchmark results on the Galileo post test when grouping each teacher into one of four performance categories: highly effective, effective, developing and ineffective. The superintendent meets in a Summative | School calendar showing observation dates<br><br>Formal observation notes, 2 per teacher annually<br><br>Observation debrief Co-investigation forms showing teachers' learning goals<br><br>Informal observation notes returned to teachers<br><br>Schedule of QSP class observations showing preferential time blocks for struggling teachers<br><br>Feedback following observations by Quality Schools Program<br><br>Weekly lesson plans<br><br>Lesson plan checklist completed by team leaders<br><br>Executive team meeting agendas showing attention to student data<br><br>Notes returned to teachers related to report card alignment to benchmark scores<br><br>Educator Evaluation Rubric<br><br>Teacher self-evaluations<br><br>Executive team meeting agenda showing discussion of teacher evaluations<br><br>Final evaluations<br><br>Professional Growth Plans (PGPs) for all teachers and IAs<br><br>Prop 301 rubric showing expectations for PGP development and completion, and expectations for timely submission of paperwork<br><br>Prop 301 checklist completed by team leaders |

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| Conference with each teacher to communicate the outcome of his/her evaluation. Copies of the final evaluation are stored in personnel files.<br><br>Our Educator Evaluation Rubric is informed by our strategic goals of student learning, data-driven decision making, and community connectedness. Our professional teaching evaluation contains three components: planning, which includes lesson plans, learning objectives, and assessments; instruction, which includes thought process, rigor, differentiated instruction, re-evaluating interventions for effectiveness, and knowledge of content material; and classroom management, which includes behavior management, procedures, respect and rapport, and organization.<br><br>The final component of the evaluation process is a Professional Growth Plan (PGP). These are composed at the beginning of each year based on recommendations for improvement received at Summative Conferences the previous year, and based on content requirements outlined in the Proposition 301 rubric. Contents of the Prop 301 rubric are determined by members of the executive team at the beginning of each year and approved by the school board. PGPs are collected from teachers by team leaders at the beginning of the year, and checked for accuracy. Incomplete or inaccurate plans are returned to teachers and changes are made before resubmission. Timely submission of PGPs (and all paperwork) is referenced in the Prop 301 rubric and tied to those payouts twice each year. Lead teachers confirm with the superintendent and finance manager that papers have been submitted prior to payouts being made. Successful completion of PGP components is also tied to Prop 301 monies, and confirmed with evidence during conferences between team leaders and teachers before final payouts at the end of the year. | |
| **4. How does this process identify individual strengths, weaknesses, and needs?** | |
| During pre-observation conferences that precede each formal observation, teachers identify 1-2 specific areas they would like their observer to focus on. During orientation debriefs, observers share feedback and suggestions related to those items. Co-investigation worksheets completed during observation debriefs also end with the teacher committing to 2-3 specific action steps based on the outcome of their lesson that will help to improve the upcoming lesson.<br><br>Self-reflection forms that teachers fill out during the peer video observation cycle require teachers to fill out a chart identifying individual strengths and weaknesses for themselves and their partner. During video observation debriefs, the two teachers exchange feedback that either confirms or calls to question their own reflection. Each party then records specific actions they will take based on the feedback to improve their instruction.<br><br>Teachers are evaluated each year against twelve different measures occupying three components of teaching: planning, instruction and classroom management. Each of the twelve measures allows teachers to be ranked on a scale from 1-4: | List documents that serve as evidence of implementation of this process:<br><br>Pre-observation conference schedules<br><br>Observation debrief Co-investigation forms<br><br>Video observation self-reflection forms<br><br>Educator Effectiveness evaluation rubric<br><br>Professional Growth Plans from all teachers & IAs |

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| highly effective, effective, developing and ineffective. The results of this evaluation contribute to each teacher's Professional Growth Plan goals the following year, ensuring that professional growth is individualized.<br><br>Many types of support are offered to teachers who need it, from conferences with team leaders, to peer mentors, to peer observations, to model lessons, to professional development trainings, to additional observations. This helps ensure all teachers will be supported regardless of different needs, time, or preferences. | |
| **Providing Analysis and Feedback to Further Develop Instructional Quality** | |
| **5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?** | |
| After informal classroom observations, the observing member of the executive team relays immediate feedback to the teacher either at the time of visit or via email noting 2-3 strengths and 1-2 recommendations for improvement.<br><br>At observation pre-conferences, teachers identify an area of believed weakness to which they would like the observer to pay particular attention. During formal observation debriefs, the observing member of the executive team relates any activity they noticed that relates to the teacher's original request, providing suggestions for ways to improve in this area.<br><br>Feedback is also provided verbally by the superintendent during end of year Summative Conferences, when the results of final evaluations are relayed. | List documents that serve as evidence of implementation of this process:<br><br>Informal observation feedback returned to teachers<br><br>Observation pre-conference schedules<br><br>Observation debrief Co-investigation forms<br><br>Final evaluations |
| **6. How does the Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?** | |
| The results of teacher evaluations and student performance on benchmarks inform the professional development trainings offered by the school each year. Focus on subgroups, data, classroom management or another area is determined by the area of the rubric where most need is observed. School wide and professional development calendars are developed during executive team meetings each summer by the executive team. Executive meeting agendas record items addressed on each occasion.<br><br>Data regarding quality of instruction also influences the school to provide other resources such as outside consultants, instructional coaches, tutors, etc.<br><br>Results of teacher evaluations also determine items that will be on each teacher's Professional Growth Plan. Each year teachers identify 1-2 personal goals (in addition to school wide improvement items identified by the Proposition 301 rubric) based on their own areas of weakness to work towards that year. Prop 301 rubrics are approved by the school board and distributed to staff during the first weeks of school. Professional Growth Plans are approved and submitted to team leaders soon after. Expectations for timely submission of plans are referenced in the Prop 301 rubric, and are tied to semi-annual payouts. | List documents that serve as evidence of implementation of this process:<br><br>Final evaluations rubrics<br><br>Professional development calendar<br><br>Executive team meeting agendas showing discussion related to final evaluations, student data and the professional development calendar<br><br>Professional Growth Plans from all teachers and IAs<br><br>Prop 301 rubric showing expectation for completion of Professional Growth Plan, and student performance goals<br><br>Prop 301 checklist completed by team leaders |

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| School wide student performance on benchmarks influences our Proposition 301 performance goals each year. (While developing the Proposition 301 rubric, the executive team sets a school wide goal that is higher, challenging, and yet achievable compared to previous year's results.)<br><br>Instructional staff members who have demonstrated effectiveness are retained each year, whereas staff members who have not proven to be effective have not been renewed. | |
| **Adapted to Meet the Needs of Subgroups***(Address all relevant measures)* | |
| **7. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?** | |
| Students in the bottom 25% are identified by executive team members in a meeting at the beginning of each year using AIMS data and pivot tables, and these lists are then provided to teachers to ensure accommodations are made for their interventions.<br><br>In the first weeks of school, teachers are required to fill out two documents related to Title 1 which affect students in the bottom 25%: the first, a graphic identifying which of their students are below grade level in either math or reading on any of the most current benchmark tests, including both state and school wide tests, and the degree to which students are behind, options including up to one year and more than one year below grade level; the second, a chart ranking students into three tiers based on level of need. Tier 1 is whole group instruction, tier 2 include those who are less than one year below benchmark, and tier three include students who exceed one year below benchmark. These documents are submitted to team leaders, and when completed by the deadline, count toward each teacher's Prop 301 payout in December.<br><br>Teachers then use these lists to group students for interventions. Policies for interventions are communicated to new teachers in the first weeks of school and professional development training. Sign-in sheets from these trainings are collected to record participation.<br><br>Students in tiers 2 and 3 participate in interventions, tier 2 for 30 minutes 2-3 times per week, and tier 3 for 30-60 minutes daily. Weekly intervention plans are due to be posted on the server by teachers by the end of the work day each Friday, and are monitored by lead teachers. The timely submission of these plans is tied to each teacher's Prop 301 payout.<br><br>Individual Learner Plans are also written for each student below grade level in either math or reading on any of the most recent benchmark tests or on a report card. These ILP's identify specific skills that will be targeted during each student's intervention and a performance goal. ILP's are updated 3 times annually following benchmark testing; if the student has not achieved his/her goal, the plan will be extended and modified if necessary, if the student has achieved his/her goal but is still below grade level, a new goal will be set, and if the student has achieved his/her goal and is no longer below grade level, a new ILP will not be written since the student would not require further intervention. As with other forms of documentation, ILP's and their revisions | List documents that serve as evidence of implementation of this process:<br><br>Bottom 25% list<br><br>Title 1 class lists from all teachers<br><br>Title 1 intervention lists from all teachers<br><br>School calendar showing deadlines for submission of all versions of interventions documents<br><br>Prop 301 rubric showing expectation for timely submission of all paperwork<br><br>Prop 301 checklist completed by team leaders<br><br>PD calendar and/or sign-in sheets from interventions training<br><br>Weekly intervention plans<br><br>Interventions sign-in sheets from each class<br><br>ILPs from each class for all Title 1 eligible students<br><br>Notes from observations of interventions<br><br>Observation debrief Co-investigation forms<br><br>IA monthly hourly logs signed by team leaders<br><br>Notes from observations of reading specialist<br><br>Beautiful Reading pullout schedule<br><br>Beautiful Reading student evaluations and progress reports<br><br>Quarterly tutoring logs from each class<br><br>Move On When Reading grant application<br><br>MOWR parent letters home<br><br>DRP student data<br><br>Galileo student data |

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| are collected by lead teachers, the timely submission of which is linked to Prop 301 payouts.<br><br>Some formal and informal observations are intentionally conducted during intervention times to monitor their implementation. During observation debriefs, teachers analyze their assessment results, identify causes for student performance, and formulate 3 goals for improvement to continually increase the effectiveness of that instruction.<br><br>Instructional aides (IAs) are primarily funded using Title 1 funds and submit hours worked logs to lead teachers monthly totaling the number of hours spent each month performing Title 1 approved duties (those specifically contributing to meeting the academic needs of Title 1 students). These are submitted to the superintendent at the end of each year and stored in a permanent file.<br><br>Our reading specialist, who utilizes the Beautiful Reading curriculum with small groups of the lowest performing students as measured by AIMS reading, is also observed by executive team members. These students are pulled for extra reading practice three days a week for one hour. The reading specialist provides frequent feedback in the form of observations via email, in person visits, and quarterly written evaluations of student progress to teachers and members of the executive team.<br><br>Students in the bottom 25% attend special tutoring sessions with their teacher twice a week during school (once for math and once for reading). Teachers keep sign-in sheets for students who attend tutoring and then submit these logs quarterly with report cards. The timely submission of this paperwork is tied to each teacher's Prop 301 payout.<br>Each year a team leader gathers and submits the required documentation for Move On When Reading. Among other things, this process involves confirming intervention details with teachers, including frequency and times of interventions, and intervention program being utilized. Letters are sent home twice per year to parents of students in K-2 who are below grade level in reading informing them of their child's status and the interventions s/he is receiving.<br><br>DRP (previously DIBELS) is administered three times per year in order to assess students' current fluency, accuracy, and comprehension levels and identify at-risk students and monitor their progress. Coupled with Galileo benchmarks and data, teachers are able to monitor the progress of students in the bottom 25% to understand which interventions are being successful and which need to be rethought. Time for analysis of this data is provided during staff meetings following benchmark testing windows, during which instructional staff meets in data groups. Teachers are also afforded opportunities for data analysis and interventions planning during one Friday afternoon per month, one additional early release day each quarter, and for an hour after school each day.<br><br>Finally, our teacher evaluation instrument includes a component entitled "Designing differentiated instruction and | Agendas and/or sign-in sheets from staff meetings showing focus on student data<br><br>Educator Evaluation rubric |

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| targeted interventions to meet diverse student needs." Teachers are given a score based on how effective their methods for supporting these non-proficient students are. Observations of interventions and differentiation during whole class instruction, submission of tutoring logs and intervention plans, and student data are all considered when completing this portion of the evaluation.<br><br>Our student/instructional staff ratio is 1:9, thus allowing small group interventions to occur regularly. | |
| **8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?** | |
| Teachers develop Individual Language Learner Plans (ILLPs) for all ELL students that identify the ELL standards that will be addressed each quarter during mainstream instruction and which mirror ACCR standards identified on weekly lesson plans. ILLPs are submitted each quarter to the ELL Coordinator.<br><br>Formal and informal class observations are also conducted of Structured English Immersion (SEI) classrooms. English Language Development (ELD) teachers go through the same process of observation pre-conferences, observations, and co-investigation debriefs as mainstream teachers, and are additionally observed by the ELL Coordinator 1-2 times per year for feedback focused on specific ELL needs and strategies.<br><br>ELD teachers participate in data team meetings following benchmark testing and contribute to discussions and planning with other instructional staff at this time. Sign-in sheets are collected from these meetings to document participation.<br><br>Mainstream classroom observations also contribute to the success of ELL students in ensuring teachers are engaging a variety of materials and strategies to engage students, including visual and kinesthetic, such as images, realia, technology, manipulatives, movement, active participation, and group work. The school's classroom teacher evaluation instrument includes a component entitled "Designing differentiated instruction and targeted interventions to meet diverse student needs" for which teachers are given a score based on their ability to meet the needs of diverse learners including ELLs. Observations and observation notes are considered when completing this portion of each teacher's evaluation. | List documents that serve as evidence of implementation of this process:<br><br>Quarterly ILLPs from each teacher<br><br>School calendar with deadlines for ILLP submission<br><br>Prop 301 rubric with expectations for timely completion of all paperwork<br><br>Notes and/or debriefs from observations of SEI classrooms<br><br>Sign-in sheets from staff meetings that focused on data (see ELD teachers in attendance)<br><br>Notes from observations of mainstream classes showing use of SEI strategies and materials<br><br>Educator Evaluation rubric |
| **9. How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?** | |
| 98% of our students are eligible to receive free or reduced lunch from the National School Lunch Program. Recognizing that due to economic hardship, students may come to school without proper or sufficient materials, or lacking a clean or suitable uniform, our school provides many of these items to them so that teachers may focus on academics without interruption. Many classroom materials are available in a supply closet in the front office to which teachers have access, and materials not available in the supply closet are able to be | List documents that serve as evidence of implementation of this process:<br><br>Educator Evaluator rubric<br><br>Notes from observations of interventions<br><br>Weekly intervention plans from each teacher |

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| ordered by completing an e-mail order request in advance and submitting the request to the superintendent. It is the teacher's responsibility to ensure all necessary materials are gathered and made available to students prior to each lesson so that instruction time can be maximized. Executive team members look to see that interruptions due to lack of availability of materials are minimized during observations, and that students are not disadvantaged by lack of supplies.<br><br>Tight transitions and procedures during class time are essential in a primarily FRL classroom since A) there are more materials that need to be distributed and B) the opportunity for interruption is greater. Supplemental materials like pencils, paper, scissors, etc. need to be handed out quickly and without students losing focus, procedures for students coming in late or leaving early need to be clear to avoid disrupting the class, procedures for students arriving without uniform need to be practiced to minimize disruption and avoid unnecessary discipline, procedures for lining up need to be quick in preparation of unannounced lice checks or more frequent emergencies (weapons or gang activity on or around campus). For the unprepared teacher, all these things will detract from effective instruction in our community, and are important points for consideration during each observation.<br><br>The school's classroom teacher evaluation instrument includes a component entitled "Designing differentiated instruction and targeted interventions to meet diverse student needs." When completing this portion of each teacher's evaluation, executive team members consider observations and notes on whether teachers framed lesson content in a context that would be familiar to students' experience, for example choice of text or examples used to illuminate new vocabulary.<br><br>Since FRL students frequently struggle with academics, effective interventions are crucial to ensuring their success, and observations of interventions can be useful here. Teachers post weekly intervention plans on the server to be checked by team leaders, and write ILPs for all students participating in interventions targeting their needs based on data. ILPs are revised twice more during the year and submitted to team leaders for approval. Teachers offer tutoring for struggling students during school twice per week in math and reading. Tutoring logs are submitted to team leaders quarterly with report cards. | ILPs for all students below grade level in math or reading on benchmarks, AIMS or report cards<br><br>School calendar with deadlines for ILP submissions<br><br>Tutoring logs for all teachers |
| **10. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?** | |
| New student screening forms are the first step in identifying students with unique learning needs. Each year, within the first 45 days of enrollment, teachers submit 45 Day Screening Forms to the SPED teacher for all newly enrolled students and any other student who is suspected to have special needs. The form guides teachers in identifying challenges students are observed to have, including physical, social and intellectuall disabilities. This starts the screening process for students to qualify for SPED services and also focuses teachers' attention on the particular learning needs and possible accommodations that can be made to support students in their class. | List documents that serve as evidence of implementation of this process:<br><br>45 day screening forms<br><br>Observation notes &/or debriefs containing SPED related commentary, and showing use of strategies & materials to support SPED students<br><br>Educator Evaluation rubric<br><br>Sign-in sheet from staff meetings focusing on data, see SPED |

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| Classroom observations assist teachers in identifying barriers to student success that could be linked to disabilities such as dyslexia, distractibility, or disruptive behaviors. When these are found to be occurring during an observation, the debrief co-investigation form walks teachers through identifying the cause of such behavior and ways to prevent or work around it to maximize student success.<br><br>Mainstream classroom observations also contribute to the success of SPED students in ensuring teachers are engaging a variety of materials and strategies to engage students, including visual and kinesthetic, such as images, realia, technology, manipulatives, movement, active participation, and group work. The school's classroom teacher evaluation instrument includes a component entitled "Designing differentiated instruction and targeted interventions to meet diverse student needs" for which teachers are given a score based on their ability to meet the needs of diverse learners including SPED. Observations and observation notes are considered when completing this portion of each teacher's evaluation.<br><br>The SPED teacher contributes during data team meetings that follow benchmark testing and the planning that takes place on Data Meeting Focus Sheets and 6-week Plans. Sign-in sheets are collected from these meetings to document participation.<br><br>Mainstream teachers also attend IEP meetings with the SPED teacher and parents to keep abreast of changes in each student's accommodations and learning progress.<br><br>The SPED teacher collaborates on a weekly basis with mainstream teachers in after-school meetings and via email to discuss student progress and coordinate instruction.<br><br>Within the SPED classroom, the special education instructional staff members are observed by the executive team, speech therapist, occupational therapist, and school psychologist. The SPED teacher and IA undergo the same observation process as other teachers: observation pre-conference, observation and co-investigation debrief. The debrief form guides teachers to identify causes of student success and failure and problem solve based on those findings, setting specific action steps for improvement. They participate in informal observations and are offered immediate feedback usually at the time of the visit. They also take part in the two cycles of peer video observations with mainstream and ELL teachers as an incentive to self-reflect and engage in peer feedback and learning.<br><br>Upon end of year evaluation, SPED teachers are held to the same standards as other instructional staff, including the portion of the classroom teacher evaluation instrument entitled "Designing differentiated instruction and targeted interventions to meet diverse student needs." Observations and notes are particularly useful when completing this portion of the evaluation as students in SPED pullouts always require instructional strategies unique from what you would find in a mainstream setting. | teacher in attendance<br><br>IEP meeting signature pages to show mainstream teacher attendance<br><br>Correspondence between SPED and mainstream teachers related to student performance and opportunities to coordinate instruction<br><br>SPED pullout schedule<br><br>Observation notes from SPED pullout observation<br><br>Observation debrief Co-investigation forms for SPED<br><br>Video self-reflection sheet<br><br>Educator Effectiveness evaluation rubric<br><br>Observation notes of interventions<br><br>Weekly intervention plans<br><br>ILPs from all teachers<br><br>School calendar with deadlines for ILP submissions<br><br>Quarterly tutoring logs for all teachers |

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| Since SPED students frequently struggle with academics, effective interventions are crucial to ensuring their success, and observations of interventions can be useful here. Teachers post weekly intervention plans on the server to be checked by team leaders, and write ILPs for all students participating in interventions targeting their needs based on data. ILPs are revised twice more during the year and submitted to team leaders for approval. Teachers offer tutoring for struggling students during school twice per week in math and reading. Tutoring logs are submitted to team leaders quarterly with report cards. | |

**Area V: Professional Development**

| Professional Development System | |
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| **1. What is the Charter Holder's professional development plan?** | |
| Three Friday afternoons each month, and one additional early release day each quarter (a Wednesday), are set aside for professional development activities, while the 4th Friday is reserved for staff meetings. Each year the Professional Development Calendar, developed over the summer by the executive team during executive team meetings, identifies each of these dates and events, as well as any other PD related items that may be scheduled, and is distributed to all staff during the first weeks of school.<br><br>One of the Friday afternoon PD activities is Professional Learning Community (PLC) meetings. At the beginning of each year, all instructional staff is divided into 2-3 smaller groups made up of teachers, instructional aides and support staff representing various subjects, grade levels, ages, and backgrounds. Team leaders determine the groups with an eye to both diversity and harmony. PLC group lists are distributed by email to all staff members during the first weeks of school. PLC coaches have completed week-long regional PLC workshops and certifications. They create meeting agendas and make recommendations for protocols that will guide participants through activities in which they share experiences, engage in problem solving and team building, and examine research and studies. Sign-in sheets are collected from all of these meetings to record attendance.<br><br>During another PD Friday, instructional staff members focus on completing the action items on their Professional Growth Plans (PGPs), for example by attending webinars, reading books or conducting research. PGPs are developed by every instructional staff member at the beginning of each year to include 1 goal targeting instruction and 1 goal targeting student performance. These two goals are based on feedback from the previous year's evaluation. Other school wide goals are also included on the rubric each year as determined by the executive team, approved by the school board and specified on the Proposition 301 rubric. Finalized PGPs are submitted to team leaders during the first weeks of school by a data specified on the Prop 301 rubric each year. When plans do not conform to requirements, they are returned to teachers at this time and changes are made. Completion of PGP action items is confirmed by team leaders at the end of the year prior to Prop 301 payouts using evidence provided by | List documents that serve as evidence of implementation of this process:<br><br>Professional Development calendar<br><br>School calendar showing early release days<br><br>Executive team meeting agenda showing development of PD calendar<br><br>PLC groups<br><br>PLC coach certificates and/or workshop materials<br><br>PLC meeting agendas and/or sign-in sheets<br><br>Professional Growth Plans<br><br>Prop 301 rubric showing Professional Growth Plan required components and deadline, and 2 cycles of video peer observations<br><br>Prop 301 checklist completed by team leaders<br><br>PD self-evaluation form<br><br>Video observation self-reflection forms<br><br>Leading Change registration confirmation and/or materials<br><br>Materials and/or certificates from additional leadership trainings<br><br>PD calendar showing monthly QSP workshops |

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| teachers. Examples of evidence are certificates from webinars or other trainings, debrief forms from additional observations, or a PD Self Evaluation form. On each PD Friday reserved for PGP progress, if PGP items have already been completed or webinars are scheduled for another day of the week, teachers are able to devote this time to planning or grading as needed.<br><br>The third PD Friday is when formalized PD trainings occur. Attendance is mandatory and sign-in sheets are collected to record who attends. The focus of PD trainings is determined by the executive team when developing the PD calendar each summer, and in consideration of weaknesses observed during final evaluations and student performance on end of year benchmarks. In recent past years, our professional development focused on the new ACCR standards and differentiating instruction for various types of learners, including English Language Learners. Instructional aides attend all professional development sessions as well as teachers, and sign-in sheets are always collected to document attendance.<br><br>All instructional staff members pair with a partner to complete two cycles of video peer observation during each school year. Self-reflection forms that teachers fill out during the peer video observation cycle require teachers to fill out a chart identifying individual strengths and weaknesses for themselves and their partner. During video observation debriefs, the two teachers exchange feedback that either confirms or calls to question their own reflection. Each party then records specific actions they will take based on the feedback to improve their instruction. The expectation for completion of these observations is outlined in the Prop 301 rubric that is developed by the executive team and distributed to staff in the first weeks of school.<br><br>Executive team members also attend the Leading Change conference and other relevant leadership trainings each year, for example those relating to Title 1 or teacher evaluations.<br><br>Workshops on relevant topics presented by our Quality Schools representative are held once each month. These topics include data-driven instruction and benchmark test review, analyzing customized Galileo reports, analyzing post-benchmark reports and developing consistent lesson plans, calibrating information and moving forward after the second benchmark, and other topics as determined by the needs of the instructional staff and analysis by the Quality Schools representative and executive team members. The professional development implemented by the Quality Schools program includes job-embedded professional development and implementation. Our school is completing its first of three years in the Quality Schools program this school year.<br><br>Our Quality School Program representative also performs model lessons for our staff members. He has modeled math lessons in 3rd, 5th, and 8th grade classrooms and plans to continue modeling lessons as needed based on teachers' individual learning goals. | |

| 2. How was the professional development plan developed? | |
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| The executive team recognized the need for a more transparent professional development calendar based on feedback received that staff wanted more advance notice on the specific activities that would be planned during each Friday afternoon. The executive team develops each year's PD calendar during the prior summer during an executive team meeting. Adjustments are made from the previous year's calendar as executive team members attempt to balance the total time available with teachers' other responsibilities and select activities that will provide the most value for the school. Early release Fridays have been identified as the optimum time for PD since trainings often occupy blocks of time greater than 1 hour (the time available on all other days after school). Alternate weekdays have also been considered for early release, but staff surveys have shown Friday to be preferred.<br><br>We began by breaking up each month into four Fridays, and immediately designated (at least) one of them for staff meetings and one for PD trainings. Implementation of school wide Professional Learning Communities (PLCs) was considered after a PLC coach was invited to lead activities during executive team meetings to improve meeting structure and expedite problem solving, that proved both popular among members and effective. The idea was presented for expansion at staff meetings to gather feedback, and as the idea was generally accepted, school leaders were selected to attend a week-long regional training. (We value the valuable participation that occurs when staff has ownership over a decision to engage in a specific activity, and so we consistently consider staff feedback when making these decisions.) Thus the following year one early release Friday was set aside for PLC meetings, on a one-year trial basis. PLCs were very popular among staff that year, so it was decided they would be continued in subsequent years. (There were a couple of teachers who failed to see the value in PLC activities and so contributed little to the process, and so a decision was made during an executive team meeting, while planning the PD calendar for the following year, that teachers would be given the option to pursue other PD endeavors during that time provided they completed a PD Self-Evaluation form to submit to a team leader outlining the work with which they had chosen to engage. As it turns out, those same two teachers did not return this year, so this option was not necessary as all others were eager to participate.) The fourth Friday was set aside for completion of Professional Growth Plans and collaborative planning, and any fifth Fridays enable a second staff meeting to occur.<br><br>The focus of PD trainings is determined by the executive team when developing the PD calendar each summer, and in consideration of weaknesses observed during final evaluations and student performance on end of year benchmarks.<br><br>This year, the executive team, based on teacher evaluations, teacher's self-assessments, recommendations from the Quality Schools Program representative, and staff surveys, decided to participate in the Quality Schools Program. This | List documents that serve as evidence of implementation of this process:<br><br>Executive team meeting agenda dedicated to development of PD calendar<br><br>Executive team meetings showing PLC activities<br><br>Staff meeting agenda showing PLC discussion<br><br>PD self-evaluation form<br><br>Final evaluations |

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| program includes monthly workshops and job-embedded professional development and teacher support and coaching. | |
| **3. How is the professional development plan aligned with instructional staff learning needs?** | |
| Training opportunities are selected through a combination of student data analysis, figures from the Academic Dashboard, staff surveys and teacher evaluations. When annual benchmark data is low or has fallen in either reading or math, and this is identified as one of a few areas of greatest need, more trainings will be offered that year related to instruction in those subjects.<br><br>Staff surveys at the beginning of the year also inform the decision of each year's PD focus. The staff survey form used for many years lists possible areas for training. Staff is asked to rank their top three areas of need, surveys are submitted to a lead teacher, and results are averaged. Last year, staff was surveyed using the Teaching as Leadership (TAL) rubric, aligned with Interstate Teacher Assessment and Support Consortium (InTASC) standards. Teachers were asked to identify their two greatest areas of weakness and two areas of strength. These were charted out during an all-staff meeting at the beginning of the year, weaknesses providing the basis for decisions regarding training options, and strengths allowing teachers to partner up with a teacher from whom they had something to learn.<br><br>Results from final teacher evaluations are the final component that influences the PD trainings that will be made available the next year. While reviewing teacher self-evaluations during an executive team meeting, and making the final determination of each teacher's evaluation, the executive team observes the areas of greatest need overall based on all the rubric scores. The classroom teacher evaluation instrument includes information on how teachers align lesson plans with ACCR standards, identify learning objectives, design and implement frequent assessments to measure proximity to learning objectives, demonstrate evidence of thought processes, engage students in rigorous learning, design differentiated instruction and targeted interventions for diverse student needs, consistently re-evaluate interventions for effectiveness, demonstrate knowledge of content material, manage student behavior, manage classroom procedures, create environments of respect and rapport, and organize physical space. Executive meeting agendas reflect the topics that are addressed on each occasion.<br><br>This year, the Arizona Charter Schools Association is providing 10 additional hours of training related to data-driven instruction and assessment, in addition to 88 hours of implementation coaching and support, and five passes for school leaders to attend their 2-day Educator's Summit.<br><br>Past training topics include *ETA Cuisenaire, Differentiated Instruction, ELD Strategies, SPED Strategies, Close Reading, Curriculum Maps and Pacing Guides, DIBELS, Galileo, Promethean Board Use, Hands On Math, Data Collection and Analysis, ELA and Mathematics Common Core Standards Tiers I, II, and III*, *Professional Learning Communities,* and *Student Motivation* among others. | List documents that serve as evidence of implementation of this process:<br><br>School wide AIMS performance data<br><br>Academic Dashboard<br><br>Staff surveys<br><br>TAL rubric<br><br>Final evaluations<br><br>Executive team meeting agenda focused on PD planning and calendar development |

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| **4. How does this professional development plan address areas of high importance?** | |
| Our Quality Schools Program representative identified several areas of high importance during his school-wide and classroom observations. He shared these items with members of the executive team, and these items were immediately brought to staff members' attention. One area of high importance at our school is the need to increase our math assessment scores. Our response to this has been implementing a new math curriculum with extensive manipulatives, teacher support and model lessons offered by a seasoned math teacher and team leader to teachers whose students have the lowest math scores, and professional development trainings.<br><br>Another area of high importance is utilizing data analysis to inform instruction, which has been one of the foci of the professional development workshops administered by our Quality Schools representative consistently throughout the school year. Topics include Data Driven Instruction, Instant Galileo Reports and Data Dialogue, Navigating and Analyzing Reports, 6-week Instructional Plans, Calibrating Expectations and Moving Forward, and others that will be chosen by the school based on need.<br><br>Areas of high importance are also identified by analyzing data from the classroom teacher evaluation instrument, assessment scores, staff surveys, and other themes that emerge during instructional staff observations.<br><br>When new resources are introduced to staff, relevant trainings are always offered to ensure teacher familiarity and support their integration into class activities. These trainings occur prior to introducing materials to students, and also during subsequent years upon staff request and when integration of materials is deemed to be insufficient as determined through classroom observation. For example, following the development of school-wide curriculum maps, the development team offered trainings to familiarize instructional staff in the use of the maps. Upon installation of two Promethean boards on campus, all instructional staff attended a training on its use, with another training the following year since many teachers had made little use of the boards. The positive effect of this subsequent training is evidenced in the increased use of the technology room by teachers, as evidenced in the tech room schedule. When ETA Cuisenaire math manipulatives were purchased for grades K-9, a series of trainings and live webinars were hosted by the school to provide teachers with opportunities to gain hands-on experience working with the product. Extensive trainings related to Galileo reporting and data have also been offered each year to increase teacher familiarity with this resource. Sign-in sheets are collected for all PD sessions. | List documents that serve as evidence of implementation of this process:<br><br>Correspondence between QSP representative and school leaders related to key improvement areas<br><br>Professional development calendar showing math trainings<br><br>Evidence of model math lessons in correspondence and/or schedules<br><br>Professional development calendar and sign-in sheets showing QSP data analysis trainings<br><br>Educator Evaluation rubric<br><br>PD calendar and/or sign-in sheets from trainings for new curriculum and math materials training, including Curriculum Maps, Promethean Boards, ETA Cuisenaire math, Galileo<br><br>Technology room schedule |
| **Supporting High Quality Implementation** | |
| **5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?** | |
| If observations show that PD strategies are not being used or are being used improperly, at least one of the following | List documents that serve as evidence of implementation of this process: |

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| measures are taken: clarification of expectations regarding the implementation of PD strategies, explanation and/or modeling of proper implementation to a small number of teachers, repeat trainings for larger numbers of teachers. These measures are followed up with walk-through observations my members of the executive team to confirm implementation.<br><br>In the immediate months following PD trainings, during staff meetings, teachers and IAs discuss outcomes of new PD strategies they have implemented in their classrooms and exchange feedback based on their experiences. When applicable, the promethean board is engaged during this time for whole-group demonstrations, practice and to answer questions, for example with Galileo. Staff meeting agendas show items discussed during each meeting. Similarly, monthly PLC meetings engage teachers and IAs in discussing experiences implementing PD strategies as they collaborate in problem solving protocols. PLC agendas identify which staff members are scheduled to present their challenges and ask questions and the protocol that was used to guide discussion.<br><br>Debrief conferences and follow-up observations are also provided by the Quality Schools representative after trainings he provides. Conferences focus on areas of progress and a few key recommendations for improvement. Observations are shared with the principal and superintendent via email and in meetings. | Staff meeting agendas involving discussion of PD<br><br>PLC meeting agendas and/or notes involving discussion of PD and implementation<br><br>Notes from observation debriefs and follow-ups by QSP representative |
| **6. How does the Charter Holder provide the resources that are necessary for high quality implementation?** | |
| When new PD strategies and experiences are discussed in staff meetings, teachers that self-identify needing support in implementation are invited to meet with more experienced or confident staff in a separate meeting for guidance and clarification. Digital and paper tools, such as planning templates or student documents, that have been useful for implementation by peers are also shared and distributed.<br><br>Instructional coaches and team leaders support teachers through observations, targeted feedback and follow-up meetings.<br><br>Teachers and instructional aides are afforded common planning times every afternoon and for an extended block on Friday's to encourage collaboration. For the last two years, we have implemented four additional early release days per year that allow staff more time for professional development and collaborative planning. Teachers have access to video recorders to record lessons either of other teachers or their own for observation purposes to help improve. It is also possible for teachers to request a sub for an hour or a day so they might visit neighboring classrooms and engage in peer observation to learn from their peers.<br><br>One early release day each month is reserved for teachers to pursue their own professional development goals, during which time they may participate in observations or webinars, engage in research, or incorporate new learning into instruction through intensive planning. The expectation for teachers and IAs to create an ADE IDEAL account and become | List documents that serve as evidence of implementation of this process:<br><br>Teacher-made documents to support implementation of PD strategies<br><br>Informal observation feedback shared with teachers<br><br>School wide schedules<br><br>School calendar showing early release days, including Wednesdays<br><br>Evidence of peer observation in email and/or schedules<br><br>Prop 301 rubric outlining expectations for IDEAL accounts for all instructional staff members<br><br>Emails forwarded to staff advertising available webinars and trainings<br><br>Galileo reports<br><br>Professional development calendar showing trainings targeted toward interpreting Galileo results |

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| familiarized with the resources there by the end of the first half of the school year is outlined on the Proposition 301 rubric, and is one source of webinars and tools for staff to engage in independent PD. Teachers forward account confirmations from ADE to team leaders before Prop 301 payouts are distributed as evidence this action item has been completed. Announcements for additional ADE webinars are forwarded to relevant staff as they are received by executive team members.<br><br>The Galileo web site includes many resources for data analysis that can inform teachers' lesson plan development and targeted instruction implementation. | |
| **Monitoring Implementation** | |
| **7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?** | |
| When both formal and informal observations are conducted, observers look for implementation of strategies learned in professional development sessions. Observations are recorded on the co-investigation sheet during formal observation debriefs, and action steps are identified to improve student performance. Informal observation feedback is relayed either at the time of observation or soon after via email, and notes 2-3 positive observations about classroom activities and 1-2 recommendations for improvement.<br><br>The progress of the implementation of these strategies is also discussed in staff and executive team meetings. Meeting agendas show items that were discussed on each occasion.<br><br>Follow-up conferences are conducted by the QSP representative with each teacher in order to discuss positive progress and 2-3 key areas of needed improvement. The results of these conferences and his work with teachers are relayed to the principal and superintendent via email and during private meetings. | List documents that serve as evidence of implementation of this process:<br><br>Observation notes demonstrating recognition of PD elements in instruction<br><br>Staff meeting agendas evidencing discussion of PD elements and implementation |
| **8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?** | |
| Information sharing is elicited from staff, and feedback is solicited during informal observation debriefs, in staff and PLC meetings. Where many questions and gaps in confidence exist, supplemental trainings are scheduled. These are at times offered by peers who have more training and/or experience, and are also offered by outside sources such as instructional coaches, the QSP representative, or providers of classroom materials. Sign-in sheets from these additional trainings document who attends.<br><br>When new PD strategies and experiences are discussed in staff meetings, teachers that self-identify as needing support in implementation are invited to meet with more experienced or confident staff in a separate meeting for guidance and clarification. Digital and paper tools separate from those received during the training, such as planning templates or student documents created by staff to facilitate implementation, are also shared.<br><br>Sometimes the school must develop its own unique tools to | List documents that serve as evidence of implementation of this process:<br><br>Staff meeting agendas showing discourse on PDs<br><br>PLC meeting agendas showing discourse on PDs<br><br>Professional development calendar and/or sign-in sheets showing multiple related PD topics where similar issues may be readdressed<br><br>Teacher-made tools to facilitate implementation of PD strategies<br><br>Emails distributing Make Your Day materials to staff<br><br>Staff meeting agendas showing multiple conversations targeting MYD<br><br>Observation debrief Co-investigation forms showing goals |

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| implement a program, as was the case with Make Your Day (MYD), in which case forms are introduced in a staff meeting, distributed and demonstrated as a group. The documents are then also attached to an email and distributed to staff for photocopying. Team leaders are frequently messaged via email or visited in person with questions and concerns, and are always available for staff feedback. Teachers are invited to meet with team leaders during common planning times according to school wide schedules distributed early in the year. Leaders guide discussions of staff questions and experiences with these tools during the next staff meeting.<br><br>Action steps written into the Co-investigation sheet following formal observations help teachers identify ways to improve or adapt implementation of PD learning into lessons.<br><br>Action plans for specific instructional staff members are developed and progress monitored as needed. The special education instructional staff members, ELL instructional staff members, the reading specialist, and the Quality Schools representative are consulted when developing such action plans as appropriate and provide support, for example classroom visits, teacher conferences, or resource materials, for other instructional staff members as needed. | related to PD implementation<br><br>Executive team meeting agendas showing discourse on PDs and implementation |
| **Adapted to Meet the Needs of Subgroups***(Address all relevant measures)* | |
| **9. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?** | |
| The professional development plan process begins with examination of teacher final evaluations, student benchmark data, figures on the Academic Dashboard, and staff surveys, all of which indicate current performance and need in the area of instruction for students in the bottom 25%. The teacher evaluation rubric contains a measure related to providing differentiated instruction and intervention to meet the needs of diverse learners, by which teachers are evaluated - based on observations, notes and student data - on the frequency and effectiveness of their interventions for non-proficient students. Staff surveys include categories related to differentiated instruction, intervention, and data analysis for teachers to identify as weak and request PD.<br><br>This year, PD has focused on the use of data analysis results to inform instruction. Each year we also increase teacher proficiency with Galileo through follow-up PD. Both data analysis and Galileo are useful tools by which teachers meet the needs of students in the bottom 25%, making this population one with which we have had the most success based on Academic Dashboard data.<br><br>Professional development continues to inform our teachers on utilizing Galileo intervention groups.<br><br>When student data is examined during staff meetings, Galileo reports show results for the lowest performing students. Data specifically identifying bottom 25 students is distributed to teachers by team leaders during staff meetings for examination and to aide with planning. These results are considered when teachers complete the Data Meeting Focus Sheet and 6-week Plans. | List documents that serve as evidence of implementation of this process:<br><br>Final evaluations<br><br>End of year benchmark data<br><br>Academic Dashboard<br><br>Staff PD surveys<br><br>Professional development calendar showing data analysis trainings and Galileo<br><br>Staff meeting agendas showing focus on student data<br><br>Bottom 25% data forms distributed to teachers<br><br>Data Meeting Focus forms<br><br>6-week Instructional Plans |

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| **10. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?** | |
| All of the four previously discussed components that drive our professional development plan contribute information about performance and need in the area of instruction for ELLs. The teacher evaluation rubric contains a measure related to providing differentiated instruction and intervention to meet the needs of diverse learners, which states "Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students." Another measure contained in the rubric in the section on Classroom Management states "(Classroom interactions reflect) sensitivity to students' cultures and levels of development. Student differences are valued, and teacher draws on diverse student experiences, cultures and communities for class activities. Students themselves ensure high levels of civility among members of the class. Sensitivity to issues of gender, race/ethnicity, special education, English learners, and socio-economic status is evident." These are measures by which teachers are evaluated - based on observations, notes and student data - on the frequency and effectiveness of ELL strategies used in instruction.<br><br>Staff surveys include categories on Structured English Immersion, Structured Immersion Observation Protocol- ELL Learners, differentiated instruction, and data analysis for teachers to identify as weak and request PD.<br><br>All teachers are highly qualified, and required to complete the two 45 hour SEI courses. This is confirmed during Orientation Week for all new hires who sign an HQ form which is stored in personnel files.<br><br>The ELD teachers at our LEA attend the OELAS conference each year, and new teachers attend Round II trainings and complete professional development training with the ELL Coordinator. Teacher examination of ELL AZELLA results guides ELD teachers' selection of professional growth plan goals.<br><br>Observation and assessment results from mainstream and SEI classes also inform our professional development needs. We have held professional development workshops specifically addressing important instruction techniques for ELLs for all instructional staff, 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*. Sign-in sheets are collected from all trainings to document attendance.. | List documents that serve as evidence of implementation of this process:<br><br>Educator Effectiveness evaluation rubric<br><br>Final evaluations<br><br>Executive team meeting agenda showing development of PD calendar<br><br>Staff PD surveys<br><br>HQ forms showing SEI endorsement<br><br>OELAS registration confirmation and/or materials<br><br>Round II certificates and/or materials<br><br>ELD teacher Professional Growth Plan showing student goals related to AZELLA results<br><br>Professional development calendar showing trainings targeting ELL instruction |

| 11. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students? | |
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| Final teacher evaluations, the Academic Dashboard, and Staff Surveys are three of four measures considered when developing the professional development calendar each year. These all contribute information about current performance and need related to supporting the academic success of FRL students.<br><br>The teacher evaluation rubric contains three measures specifically related to supporting the needs of FRL students. The first two, located under the subheading Instruction, state "Teacher introduces new concepts first by accessing students' prior experiences and knowledge, and by raising interest. Examples are relevant, and draw connections to what students already know" and "Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students." The last measure, found in the section on Classroom Management, states "(Classroom interactions reflect) sensitivity to students' cultures and levels of development. Student differences are valued, and teacher draws on diverse student experiences, cultures and communities for class activities. Students themselves ensure high levels of civility among members of the class. Sensitivity to issues of gender, race/ethnicity, special education, English learners, and socio-economic status is evident." These are measures by which teachers are evaluated - based on observations, notes and student data - on the thoughtfulness and sensitivity expressed in instruction and planning for FRL students.<br><br>Staff surveys include categories on the use of technology in the classroom (FRL student access may otherwise be limited), student motivation (characteristic of children living in homes where education is not highly valued), and parent involvement for which teachers may identify as weak and request PD. | List documents that serve as evidence of implementation of this process:<br><br>Educator Effectiveness evaluation rubric<br><br>Final evaluations<br><br>Executive team meeting agenda showing development of PD calendar<br><br>Staff PD surveys |

| 12. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities? | |
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| Final teacher evaluations, the Academic Dashboard, and Staff Surveys are three of four measures considered when developing the professional development calendar each year. These all contribute information about current performance and need related to supporting the academic success of SPED students.<br><br>The teacher evaluation rubric contains two measures specifically related to supporting the needs of SPED students. The first, located under the subheading Instruction, states "Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students." The other, found in the section on Classroom Management, states "(Classroom interactions reflect) sensitivity to students' cultures and levels of development. Student differences are valued, and teacher draws on diverse student experiences, cultures and communities for class activities. Students themselves ensure | List documents that serve as evidence of implementation of this process:<br><br>Educator Effectiveness evaluation rubric<br><br>Final evaluations<br><br>Executive team meeting agenda showing development of PD calendar<br><br>Staff PD surveys<br><br>Copies of certificates from SPED related trainings attended by SPED teacher<br><br>Professional development calendar showing SPED trainings provided to all staff |

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| high levels of civility among members of the class. Sensitivity to issues of gender, race/ethnicity, special education, English learners, and socio-economic status is evident." These are measures by which teachers are evaluated - based on observations, notes and student data - on the level of awareness and preparedness for supporting SPED students in achieving academic success.<br><br>Staff surveys include categories on Special Education Issues, Classroom Management, Differentiated Instruction, Goals Setting and others for which teachers may identify as weak and request PD.<br><br>Our special education coordinator participates in specific professional development opportunities for special education through the Arizona Department of Education's professional development workshops. She works closely with a speech therapist, an occupational therapist, and a school psychologist.<br><br>Our special education coordinator conducts staff PD training during the first weeks of school to introduce and provide materials and resources related to special education instructional techniques and program regulations. She also facilitates individual conferences with each teacher to discuss confidentiality, IEPs, accommodations and modifications in the classroom, and annual goals. She communicates in person and via email weekly with mainstream teachers about student progress, behavior modification techniques, assignment modification, and opportunities for mainstream instruction and SPED pullouts to be mutually supportive through coordination of content and skills practice. | |

**Area VI: Graduation Rate (if applicable) NA**

| Ensuring Students in Grades 9-12 Graduate On Time | |
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| **1. How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements?** | |
| Answer (suggested word count is 400 words): | List documents that serve as evidence of implementation of this process: |
| **2. How does the Charter Holder identify students that are not successfully progressing through required courses?** | |
| Answer (suggested word count is 400 words): | List documents that serve as evidence of implementation of this process: |
| **3. How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?** | |
| Answer (suggested word count is 400 words): | List documents that serve as evidence of implementation of this process: |
| **4. What data can the Charter Holder provide to demonstrate that these strategies are effective?** | |
| Answer (suggested word count is 400 words): | List documents that serve as evidence of implementation of this process: |

**Area VII: Academic Persistence (if applicable) NA**

| System for Keeping StudentsMotivated and Engaged in School | |
|---|---|
| **1. How does the Charter Holder identify students who are at risk of dropping out or failing?** | |
| Answer (suggested word count is 400 words): | List documents that serve as evidence of implementation of this process: |
| **2. What strategies does the Charter Holder utilize to address student challenges to completing/continuing their education?** | |
| Answer (suggested word count is 400 words): | List documents that serve as evidence of implementation of this process: |
| **3. How does the Charter Holder evaluate these strategies to determine effectiveness?** | |
| Answer (suggested word count is 400 words): | List documents that serve as evidence of implementation of this process: |