A.3.1 Mastery and Promotion

Students must meet the curricular learning targets in order for promotion to be recommended. Every effort will be made through on-going assessments and interventions to respond effectively to student needs. If a student has met the Arizona State Common Core standards in all subjects with 70% meets or exceeds, evidenced by Galileo benchmark scores and formative classroom assessments, they will be promoted. 60% of a child's grade each quarter will be determined by their Galileo score on the summative benchmark assessment in each content area. 40% of a child's grade will be a compilation of his/her AIMS web scores, DRA scores, projects, portfolios, unit tests, and other assessments common to the grade level. Only scores from common activities/assessments will be included in this grade. The two combined scores will reflect the students' overall grade for that quarter in the content area. Student learning will be communicated to parents and students quarterly through standards based report cards, using the FAME categories, and mid quarter progress reports.

If 70% mastery has not occurred, students will be given the opportunity to participate in intervention groups that will focus on his/her gaps in their learning. Students will retake assessments to demonstrate mastery of the content. Summer school opportunities will be provided for students who have not met all necessary standards.

ALP aims to identify learning goals for each student which are specific, measurable, attainable, realistic, time-bound, and in accordance with AZ LEARNS requirements.

Student Monitoring Strategy

The ALP teachers will be using a standards based assessment approach. The teachers will establish long-term targets that will help guide instruction and frame assessment. The grading and reporting will be directly linked to the level at which students meet long-term targets/academic expectations. Forming supporting targets and assessing those targets in multiple ways will help guide instruction. Formative assessments will provide feedback and give direction. Summative assessments will help distinguish status at which students have mastered the target of 80%. Both formative and summative assessments provide valuable information to assist in planning.

Professional Development Strategy

To implement the language immersion program, Singapore math, thematic unit instruction and a balanced reading program at the highest degree, a significant amount of professional development must be offered. Ideally, the training is integrated into the school calendar, consistently implemented throughout the school year. ALP has chosen to use a standard calendar, which means that students would begin school in early August, be on break almost two weeks in December, and one week in March. Within that time frame, Professional Development will be implemented supporting the teachers with the pedagogy of our program and also assisting them with the constant monitoring of student achievement. The principal will be spending time in classrooms daily coaching teachers, modeling lessons and practices, and offering feedback to

the classroom instruction. Teachers will write professional growth plans, and be cognizant of their strengths and weaknesses.

ALP believes that assessment drives instruction. Lessons will also end with an assessment tool to determine if the students have learned and mastered the stated objectives. Assessments will include rubrics, writing samples, reading assessments, quizzes, tests, and portfolios. Since a portion of the curriculum is based on a theme, the same objectives will be taught again, but differently, using the second language and the third language previewing, viewing, and reviewing each standard over time through the thematic units. Teaching is not done in a linear method one standard at a time; students need to see the standards again and again to learn through negotiation, evaluation, and transformation in their schemata.

Formative assessments will be used daily to determine if the student has mastered the language and Clusters/ Performance Objectives. If it is found that the student has not mastered the Cluster and/or PO, it will be re-taught using other strategies, materials, and instructional guidance. Most often this occurs using small flexible instructional groups that meet with the teacher, such as in guided reading and math.

Teachers will collaborate and share their teaching successes. Parents, teachers and students will have knowledge of which standards, both AZ and the Common Core Standards, have been mastered using an Individual Learning Plan, The ILP will be a document that is created for each student documenting their reading level progression, their progression in the mastery of math objectives, writing samples, phonics progression, and portfolios that contain artifacts that can explain each child's learning journey throughout the school year. Summative assessments will also be used at the end of each quarter to determine student success. Remediation support is done in school on a continuous basis as students are assessed and grouped by the skill that has to be mastered. These will all be utilized to determine grade level mastery for promotion/ retention.

If a student is not mastering the AZ or Common Core Standards and has had support in the classroom and is still struggling, then a Student Study Team will be formed to determine the reasons the student is not achieving at grade level. Appropriate services will be discussed with parents and professionals.