Arizona School Board for Charter Schools

CAREER SUCCESS TECH CAMPUS ENTITY 79129

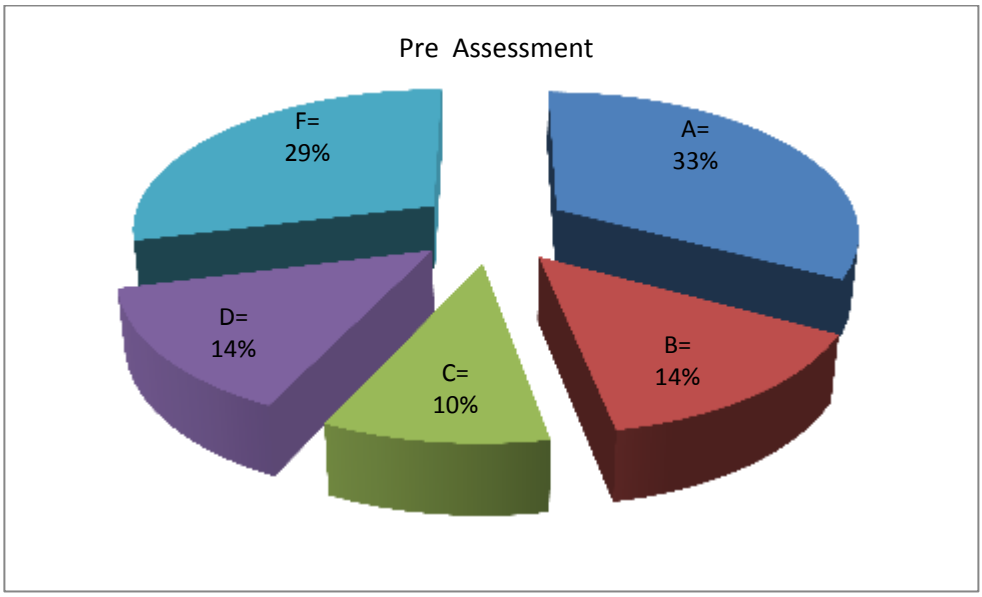
Demonstration of Sufficient Progress SY: 2013 - 2014

- **A sustained improvement plan that includes evidence of increased student growth through implementation of:**
  - **The Career Success High School district PLC is currently engaged in an ongoing process of revising the full academic curriculum to ensure alignment with Common Core State Standards (CCSS) and 21st Century Skills. The rationale for the revision initiative is based on prior academic outcomes, changes in resources, changes in the material covered, and changes in instructional standards.**
    - **A preliminary study was conducted of the existing curriculum to include the student body, instructional and non-instructional staff, the local community, and other stakeholders, areas and factors pertinent to the school and its present educational services and current needs.**
      - ✓ **The Language Arts subcommittee evaluated the Reading curriculum in order to ensure alignment with the Common Core State Standards and meets quarterly to review and monitor student progress.**
    - **Vital assessment data will be utilized so both the content and skills are articulated in a logical sequence from one grade to another in order to avoid duplication and to ensure proper alignment. Data was evaluated and analyzed through a basic study of student academic progress to include:**
      - ✓ **AIMS summary reports**
      - ✓ **District Benchmark assessments**
      - ✓ **Pre and Post assessments**
      - ✓ **Formative assessments**
      - ✓ **Stakeholder surveys**

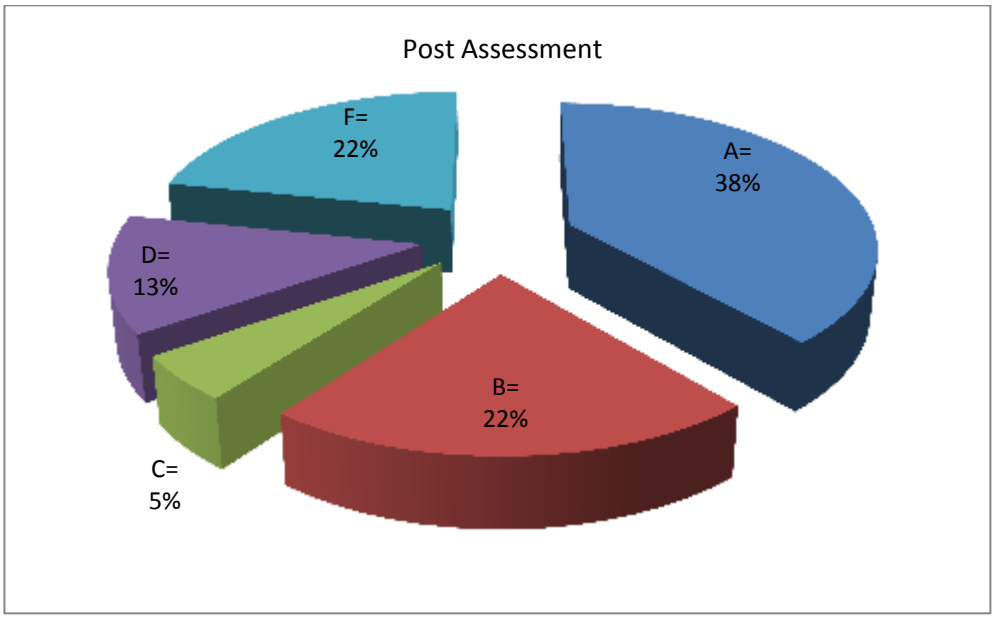
- **A Reading curriculum map has been created in order to document the relationship between each component of the curriculum. As an analysis, communication, and planning tool, the Reading curriculum map allows for review of the curriculum to check for unnecessary redundancies, inconsistencies, misalignments, weaknesses, and gaps.**
    - ✓ **Essential Questions and/or Statements are a requisite support mechanism with which students will benefit by learning new vocabulary and specific content for which they are ultimately responsible.**
- **The Career Success High School calendar is composed of four terms. Pacing guides were created for the purpose of vertical articulation and contain an at-a-glance document for each quarter. The quarterly pacing guide is structured to ensure that the minimum course of study most relevant to AIMS/Stanford 10 preparation is provided prior to testing.**
- **The Career Success High School combined district PLC have constructed a course revision list and developed an ongoing timeline for revising and submitting any changes.**

- **Supplemental curriculum, in the form of server based resources (Khan Academy, Study Island and A+ ALS for the lowest 25%), have been integrated into the curriculum in order to enhance and support instruction.**
- **Monitoring and documentation of individual student progress and Common Core State Standards integration is conducted through quarterly formative assessment logs, classroom observations and lesson plans.**

Career Success High School - Tech Campus
SY: 2013 – 2014/Term 2
Matthews - English Language Arts 3
Internal Pre Assessment
Grade 10



Career Success High School - Tech Campus
SY: 2013 – 2014/Term 2
Matthews - English Language Arts 3
Internal Post-Assessment
Grade 10



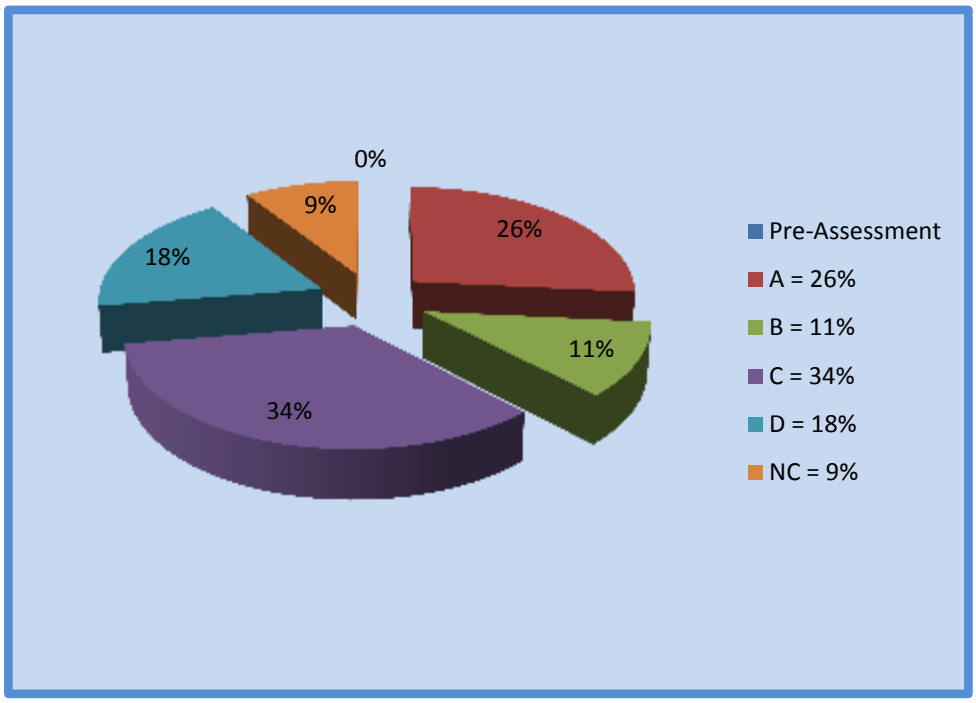
1a. Student Median Growth Percentile (SGP) Mathematics

- **A sustained improvement plan that includes evidence of increased student growth through implementation of:**
  - **The Career Success High School district PLC is currently engaged in an ongoing sequential process of revising the full academic curriculum to ensure alignment with Common Core State Standards (CCSS) and 21st Century Skills. The rationale for the revision initiative is based on prior academic outcomes, changes in resources, changes in the material covered, and changes in instructional standards.**
    - **A preliminary study was conducted of the existing curriculum to include the student body, instructional and non-instructional staff, the local community, and other areas and factors pertinent to the school and its present educational services and current needs.**
      - ✓ **The Mathematics subcommittee evaluated the curriculum in order to ensure alignment with the Common Core State Standards and meets monthly to review and monitor progress.**
    - **Vital assessment data will be utilized so both the content and skills are articulated in a logical sequence from one grade to another in order to avoid duplication and to ensure proper alignment. Data was evaluated and analyzed through a basic study of student academic progress to include:**
      - ✓ **AIMS/Stanford 10 summary reports**
      - ✓ **District Benchmark assessments**
      - ✓ **Pre and Post assessments**
      - ✓ **Formative assessments**
      - ✓ **Stakeholder surveys**

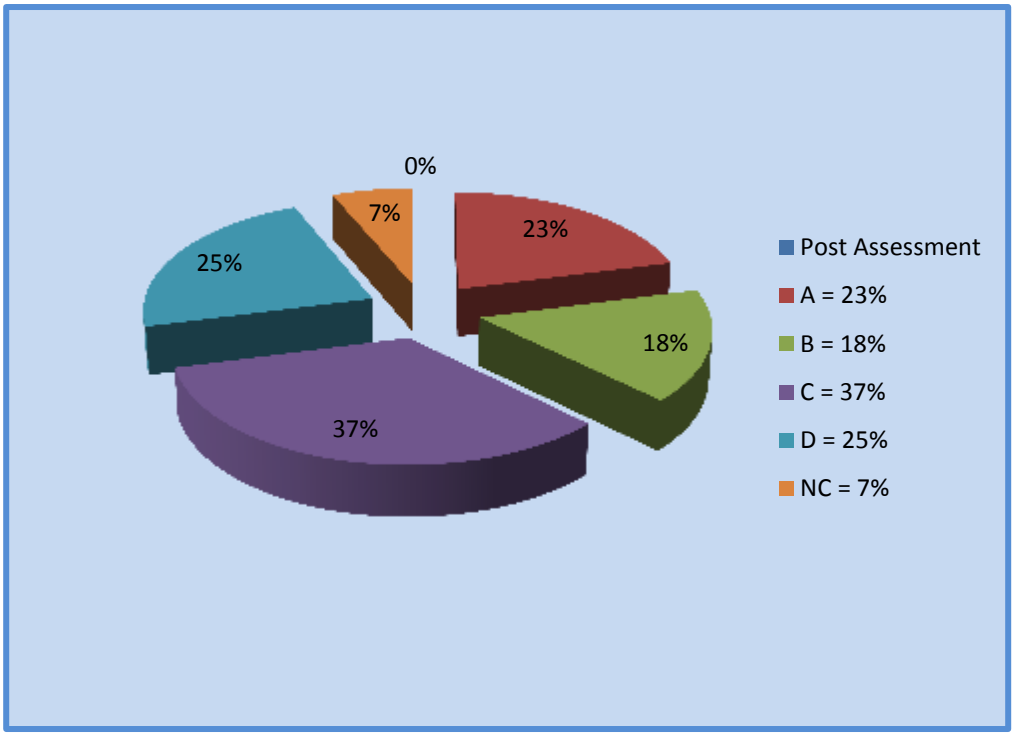
- **A Mathematics curriculum map has been created in order to document the relationship between each component of the curriculum. As an analysis, communication, and planning tool, the Reading curriculum map allows for review of the curriculum to check for unnecessary redundancies, inconsistencies, misalignments, weaknesses, and gaps.**
    - ✓ **Essential Questions and/or Statements are a requisite support mechanism with which students will benefit by learning new vocabulary and specific content for which they are ultimately responsible.**
- **The Career Success High School calendar is composed of four terms. Pacing guides were created for the purpose of vertical articulation and contain an at-a-glance document for each quarter. The quarterly pacing is structured to ensure that the minimum course of study most relevant to AIMS/Stanford 10 preparation is provided prior to testing.**
- **The Career Success High School combined district PLC have constructed a course revision list and developed an ongoing timeline for revising and submitting any changes.**

- **Supplemental curriculum, in the form of server based resources (APEX, Study Island, A+ ALS and KUTA for the lowest 25%), have been integrated into the curriculum in order to enhance and support instruction.**
- **Monitoring and documentation of individual student progress and Common Core State Standards integration is conducted through quarterly formative assessment logs, classroom observations and lesson plans.**

Career Success High School - Main Campus
SY: 2012 – 2013/Term 2
Mathematics - Geometry
Internal Pre-Assessment
Grade 10



Career Success High School - Main Campus
SY: 2012 – 2013/Term 2
Mathematics - Geometry
Internal Post-Assessment
Grade 10



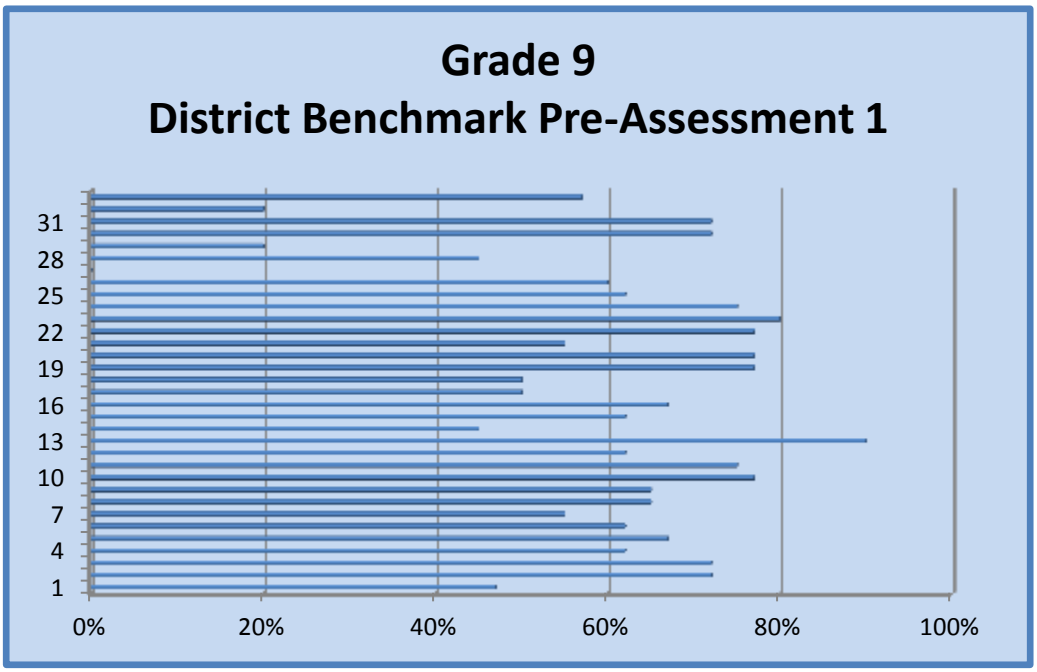
1b. Student Median Growth Percentile (SGP) Bottom 25%
Improvement Reading

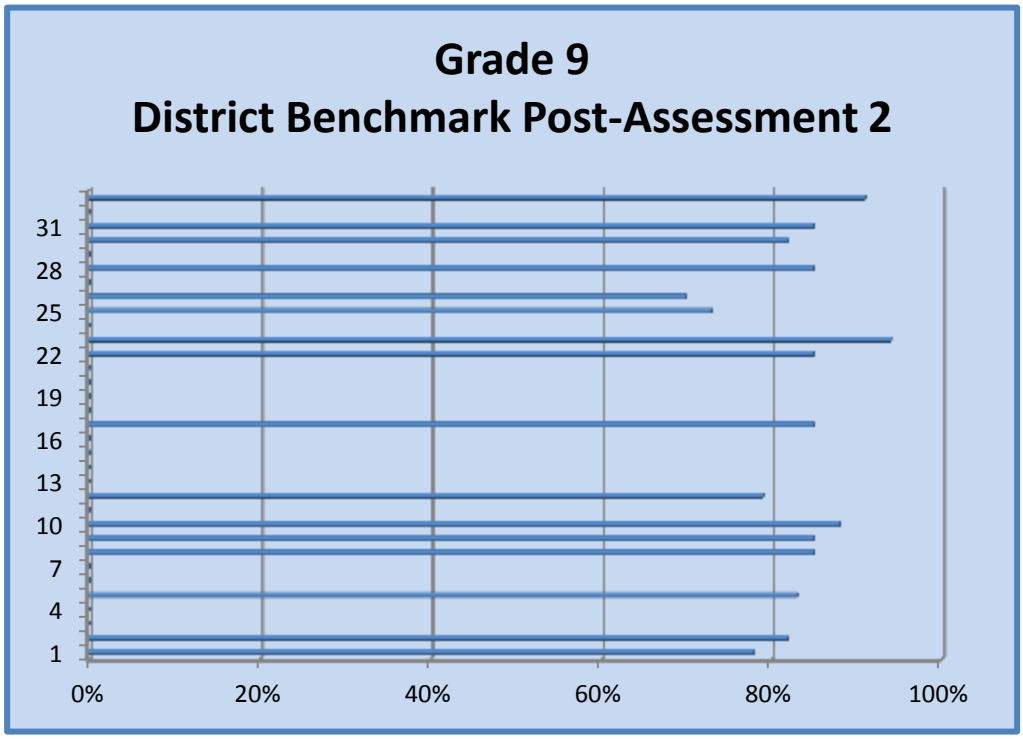
- **A sustained improvement plan that includes evidence of increased student growth through implementation of:**
  - **The Career Success High School Professional Learning Community, in conjunction with the Reading subcommittee, has formed a multi-tiered system of support in order to identify those students who fail to demonstrate growth or mastery in Reading. The primary responsibility of the team will be to communicate and facilitate a problem solving/decision-making system to assure assistance for struggling students who comprise the lower 25% in Reading. The team will plan, implement and monitor progress to improving student achievement through data collection, intervention plans and investment with family. The team is actively involved in the development of intervention strategies and ongoing follow-up to attain student success and is tasked with:**
    - **Create task-specific scoring guides or rubrics to measure student proficiency on performance tasks.**
    - **Look for interdisciplinary connections.**
    - **Analyze data**
    - **Targeting or identification of students who fail to meet acceptable growth measures in Reading or failure to demonstrate growth/mastery based on the following criteria:**
      - **AIMS standardized assessment scores (current and previous year)**
      - **Pre and/or Post Diagnostic assessment scores. Students are targeted during the both phases of the process.**
      - **Site-Based Reading Benchmark assessment scores**
      - **District Benchmark assessment scores**

- **Mid-Term/Final assessment scores**

- **Interventions for lowest 25%:**
  - **Non-Instructional Day:**
    - **Mandatory 9th and 10th Grade Friday Academy to provide targeted assistance in Mathematics Power Standards from 9:00 a.m. - 12:00 p.m.**
  - **Individualized (1:1) tutoring available each week day from 3:10 p.m. – 4:00 p.m. and Friday from 9:00 a.m. - 12:00 p.m.**
  - **Individual Reading Plans (IRP) which are developed through collaboration and team meetings.**
  - **Reading Intervention Specialist**
  - **Weekly individualized tutoring groups (classroom pull outs) independent of traditional classroom instruction utilizing:**
    - **Focused Directed Instruction**
    - **APEX server based instructional program (self-paced and directed)**
    - **A+ Anywhere Learning System server based instructional program (self-paced and directed)**
    - **Study Island (self-paced and directed)**
    - **KUTA (assessment tool)**
    - **Gender based instruction – 9th and 10th grade**
    - **Title 1 AIMS Preparation course**
- **Progress documentation monitoring is conducted utilizing the following:**
  - **Student Assessment Logs**
  - **Pre and Post assessment for each of the Power Standards/concepts and performance based objectives.**
  - **District Benchmark Assessments**
  - **Mid-Term and Final Marks**
  - **Lesson Plans focused on individualized concepts**

Career Success High School District Benchmark Assessment SY: 2012 - 2013 Overall Growth = + 18% Grade 9 - Reading		
Student	Pre Assess 1	Post Assess 2
A., Georgia	47%	78%
B., Dequindre	72%	82%
C., Jesus	72%	0%
C., Junior	62%	0%
C., Tiara	67%	83%
D., Adriana	62%	0%
E., Francisco	55%	0%
G., Jesus	65%	85%
G., Cristal	65%	85%
H., Naomi	77%	88%
H., Eva	75%	0%
K., Charley	62%	79%
M., Alyssa	90%	0%
N., Elias	45%	0%
P., Natalie	62%	0%
R. Andres	50%	85%
Q., Roman	67%	0%
R., Iliana	50%	0%
R., Mariela	77%	0%
S., Elizabeth	77%	0%
S., Karla	55%	0%
S., Jamaica	77%	85%
S., Mathew	80%	94%
W., Laslawna	75%	0%
W., Deshawn	62%	73%
T., Quentina	60%	70%
R., Fatima	0%	0%
G., Guadelupe	45%	85%
C., Perla	20%	0%
B., Dequindre	72%	82%
S., Marissa	72%	85%
C., Perla	20%	0%
C., Stephanie	57%	91%
Average Score	60%	78%





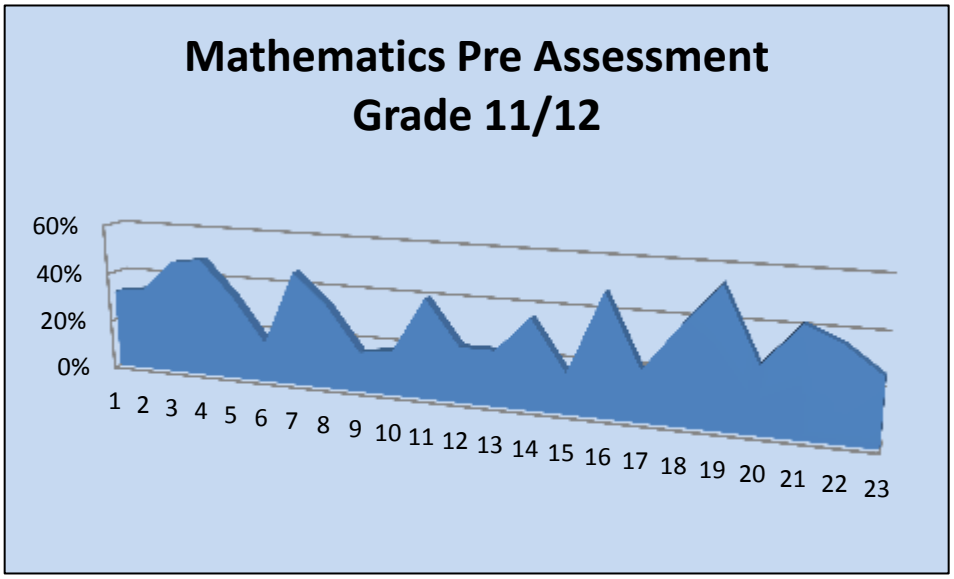
1b. Student Median Growth Percentile (SGP) Bottom 25%
Improvement Mathematics (Alternative Schools)

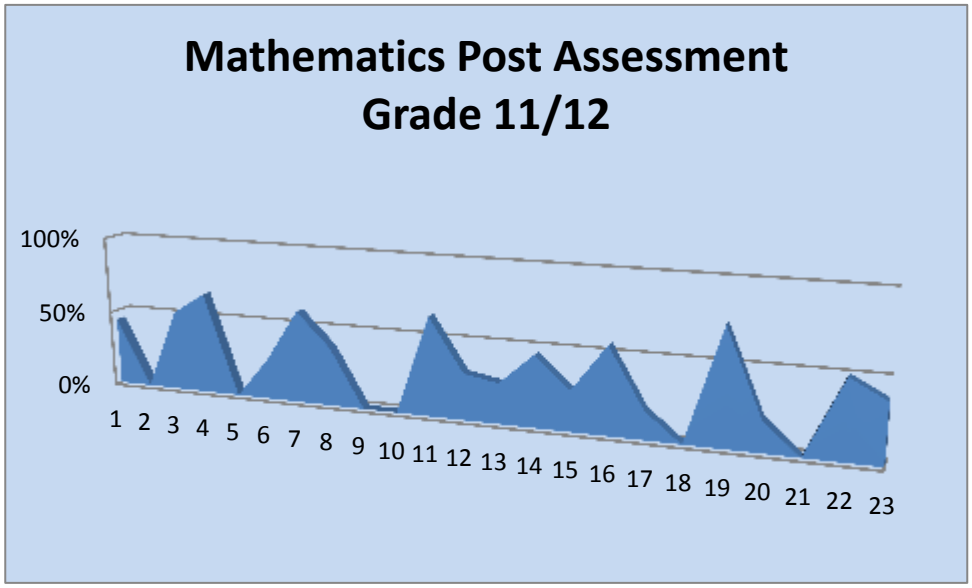
- **A sustained improvement plan that includes evidence of increased student growth through implementation of:**
  - **The Career Success High School Professional Learning Community, in conjunction with the Mathematics subcommittee, has formed a multi-tiered system of support in order to identify those students who fail to demonstrate growth or mastery in Mathematics. The primary responsibility of the team will be to communicate and facilitate a problem solving/decision-making system to assure assistance for struggling students who comprise the lower 25% in Mathematics. The team will plan, implement and monitor progress to improving student achievement through data collection, intervention plans and investment with family. The team is actively involved in the development of intervention strategies and ongoing follow-up to attain student success and is tasked with:**
    - **Create task-specific scoring guides or rubrics to measure student proficiency on performance tasks.**
    - **Look for interdisciplinary connections.**
    - **Analyze data**
    - **Targeting or identification of students who fail to meet acceptable growth measures in Mathematics or failure to demonstrate growth/mastery based on the following criteria:**
      - **AIMS/Stanford 10 standardized assessment scores (current and previous year)**
      - **Pre and/or Post Diagnostic assessment scores. Students are targeted during the both phases of the process.**
      - **Site-Based Mathematics Benchmark assessment scores**
      - **District Benchmark assessment scores**

        - **Mid-Term/Final assessment scores**

- **Interventions for lowest 25%:**
    - **Non-Instructional Day:**
        - **Mandatory 9th and 10th Grade Friday Academy to provide targeted assistance in Mathematics Power Standards from 9:00 a.m. - 12:00 p.m.**
    - **Individualized (1:1) tutoring available each week day from 3:10 p.m. – 4:00 p.m. and Friday from 9:00 a.m. - 12:00 p.m.**
    - **Weekly individualized tutoring groups (classroom pull outs) independent of traditional classroom instruction utilizing:**
        - **Mathematics Intervention Specialist**
        - **Focused Directed Instruction**
        - **APEX server based instructional program (self-paced and directed)**
        - **A+ Anywhere Learning System server based instructional program (self-paced and directed)**
        - **Study Island (self-paced and directed)**
        - **KUTA (assessment tool)**
    - **Gender based instruction – 9th and 10th grade**
    - **Title 1 AIMS Mathematics Preparation course**
    - **Individual Mathematics Plans (IMP) are developed through collaboration and team meetings.**
- **Progress documentation and monitoring is conducted utilizing the following:**
    - **Student Assessment Logs**
    - **Pre and Post assessment for each of the Power Standards/concepts and performance based objectives.**
    - **District Benchmark Assessments**
    - **Mid-Term and Final Marks**
    - **Lesson Plans focused on individualized concepts**

Career Success High School Pre/Post Diagnostic Assessment SY: 2013- 2014 Overall Growth = 10% Grade 11/12 - Mathematics		
Student	**Pre Assess**	**Post Assess**
P. Ramirez	32%	44%
J. Barreras	34%	
B. Bautista	46%	52%
A. Carmona	48%	66%
T. Coleman	34%	
A. Deleon	16%	26%
R. Dimas	46%	60%
Y. Felix	34%	38%
R. Gonzalez	16%	
D. Grundy	18%	
J. Guttierez	40%	64%
D. Kendrick	22%	30%
C. Lopez	22%	26%
M. Mendoza	36%	46%
K. Moore	16%	26%
L. Myers	48%	56%
R. Parra	20%	18%
C. Perez	38%	
A. Rodriguez	54%	74%
U. Sanchez	26%	20%
D. Tanori	42%	
C. Tijerina	36%	50%
J. Ybarra	26%	38%
Average Score	33%	43%





2a. Percent Passing - Reading

- **A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading through implementation of:**
  - **The Career Success High School district PLC is currently engaged in an ongoing sequential process of revising the full academic curriculum to ensure alignment with Common Core State Standards (CCSS) and 21st Century Skills. The rationale for the revision initiative is based on prior academic outcomes, changes in resources, changes in the material covered, and changes in instructional standards.**
  - **The Language Arts subcommittee meets quarterly to evaluate the Reading curriculum in order to ensure continued alignment with the Common Core State Standards and review and monitor student progress.**
  - **The Reading subcommittee will continue to explore metacognitive reading strategies that apply best practices related to types of text, reading assessments, fluency, motivation, vocabulary, and note taking.**
  - **Develop reading plans, plan cooperative learning, create reading lessons, explore best reading practices, and develop rubrics.**
  - **Career Success will ensure an effective Reading program which will be evident throughout the curriculum by utilizing the following:**
    - **Valid and reliable assessments**
    - **Instructional programs and aligned materials emphasizing the five essential components of effective reading instruction**
    - **Aligned professional development**
      - **Hiring or training Reading Specialists**
      - **Building instructional training into pre-service and ongoing professional development for teachers and principals.**

- **Using and maintaining ADE assessment data that will inform all Reading instruction.**

- **A wide spectrum of activities will be integrated into the curriculum that supports the educational goals and overall academic success for students. Additionally, increased emphasis placed on student proficiency in Reading will increase the likelihood of student success across the curriculum.**

- **Monitoring of the integration of Common Core State Standards is conducted through multiple classroom observations and review lesson plans.**
  - **1 – 3 minute classroom walkthroughs**
  - **30 - 60 minute classroom observations**
  - **Peer to Peer observations**
  - **Learning Objectives/Outcomes w/standards**
- **Student progress is continuously monitored and documented utilizing the following methods for Reading:**
  - **Student Assessment Logs**
  - **Pre and Post assessment for each of the Power Standards/concepts and performance based objectives.**
  - **District Benchmark Assessments**
  - **Mid-Term and Final Marks**
  - **Lesson Plans focused on individualized concepts**
  - **Pre/Post Diagnostic assessment scores**
  - **Local Benchmark assessment scores**
  - **Standardized assessment scores**

Career Success High School 2012 AIMS Grade 10 External Reading Results							
Grade/Cohort (High School defined by cohort year)	**Reading Number Tested (* indicates less than 11 students)**	**Reading Mean Scale Score**	**Reading Percent Falls Far Below**	**Reading Percent Approaches**	**Reading Percent Meets**	**Reading Percent Exceeds**	**Reading Percent Passing**
2014	49	666	14	41	45	1	**46**

Career Success High School 2013 AIMS Grade 10 External Reading Results							
Grade/Cohort (High School defined by cohort year)	**Reading Number Tested (* indicates less than 11 students)**	**Reading Mean Scale Score**	**Reading Percent Falls Far Below**	**Reading Percent Approaches**	**Reading Percent Meets**	**Reading Percent Exceeds**	**Reading Percent Passing**
2015	48	**683**	**0**	**44**	**54**	**2**	**56**

Arizona State Department of Education/2012/2013 Aims Results

Career Success High School – Tech Campus

<u>10% Growth Increase</u>

2a. Percent Passing - Mathematics

- **A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in mathematics through implementation of:**
  - **The Career Success High School district PLC is currently engaged in an ongoing sequential process of revising the full academic curriculum to ensure alignment with Common Core State Standards (CCSS) and 21st Century Skills. The rationale for the revision initiative is based on prior academic outcomes, changes in resources, changes in the material covered, and changes in instructional standards.**
  - **The Mathematics subcommittee meets quarterly to evaluate the math curriculum in order to ensure continued alignment with the Common Core State Standards and review and monitor student progress.**
  - **The Mathematics subcommittee will continue to explore and emphasize applications and mathematical modeling, use of graphing calculators, and small-group collaborative learning through problem-based investigations.**
  - **The subcommittee will implement strategies that improve student skills through numeracy and literacy of struggling learners. Additionally, the subcommittee will generate individualized assignments for students at all high school grade levels and mandate additional instructional time for 9th and 10th graders who perform below grade level using small learning communities (SLCs). Career Success will ensure an effective Mathematics program which will be evident throughout the curriculum by utilizing the following:**
    - **Valid and reliable assessments**
    - **Instructional programs and aligned materials emphasizing the five essential components of effective reading instruction**
    - **Aligned professional development**
      - **Hiring or training Math Specialists**

- **Building instructional training into pre-service and ongoing professional development for teachers and principals.**
- **Using and maintaining ADE assessment data that will inform all Mathematics instruction.**

- **A wide spectrum of activities will be integrated into the curriculum that supports the educational goals and overall academic success for students. Additionally, increased emphasis placed on student proficiency in Mathematics will increase the likelihood of student success across the curriculum.**

- **Monitoring of the integration of Common Core State Standards is conducted through multiple classroom observations and review lesson plans.**
  - **1 – 3 minute classroom walkthroughs**
  - **30 - 60 minute classroom observations**
  - **Peer to Peer observations**
  - **Learning Objectives/Outcomes w/standards**
- **Student progress is continuously monitored and documented utilizing the following methods for Mathematics:**
  - **Student Assessment Logs**
  - **Pre and Post assessment for each of the Power Standards/concepts and performance based objectives.**
  - **District Benchmark Assessments**
  - **Mid-Term and Final Marks**
  - **Lesson Plans focused on individualized concepts**
  - **Pre/Post Diagnostic assessment scores**
  - **Local Benchmark assessment scores**
  - **Standardized assessment scores**

CAREER SUCCESS SCHOOLS
DISTRICT BENCHMARK B – Term 2
SY: 2013 – 2014

CAREER SUCCESS HIGH SCHOOL – MAIN CAMPUS MATHEMATICS

	BOYS AVG.	GIRLS AVG.	#STUDENTS PASSING	#STUDENTS FAILING	AVG. SCORE
GRADE 9	12/42	11/42	0	14	12/42
GRADE 10	10/42	11/42	1	31	11/42
GRADE 11	12/42	12/42	3	43	12/42
GRADE 12	13/42	13/42	5	71	13/42

MATHEMATICS STRANDS/CONCEPTS
RETEACH

S1C1-2-3	S3C1	S4C4	
S2C1	S3C2	S5C1-2	
S2C3-4	S4C1		

2b. Subgroup Comparison – FRL Reading

- **A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in Reading in the Free and Reduced Lunch category.**
  - **Individuals at Career Success High School who qualify for the Title 1 Free and Reduced Lunch Program represent approximately 95% - 98% of the student population. Career Success High School has taken and implemented several steps in order to increase the probability that this subgroup is successful in mastering the AIMS or Stanford 10 assessment.**
  - **The Career Success High School district PLC is currently engaged in an ongoing process of revising the full academic curriculum to ensure alignment with Common Core State Standards (CCSS) and 21st Century Skills. The rationale for the revision initiative is based on prior academic outcomes, changes in resources, changes in the material covered, and changes in instructional standards.**
    - **Vital assessment data will be utilized so both the content and skills are articulated in a logical sequence from one grade to another in order to avoid duplication and to ensure proper alignment. Data was evaluated and analyzed through a basic study of student academic progress to include:**
      - ✓ **AIMS summary reports**
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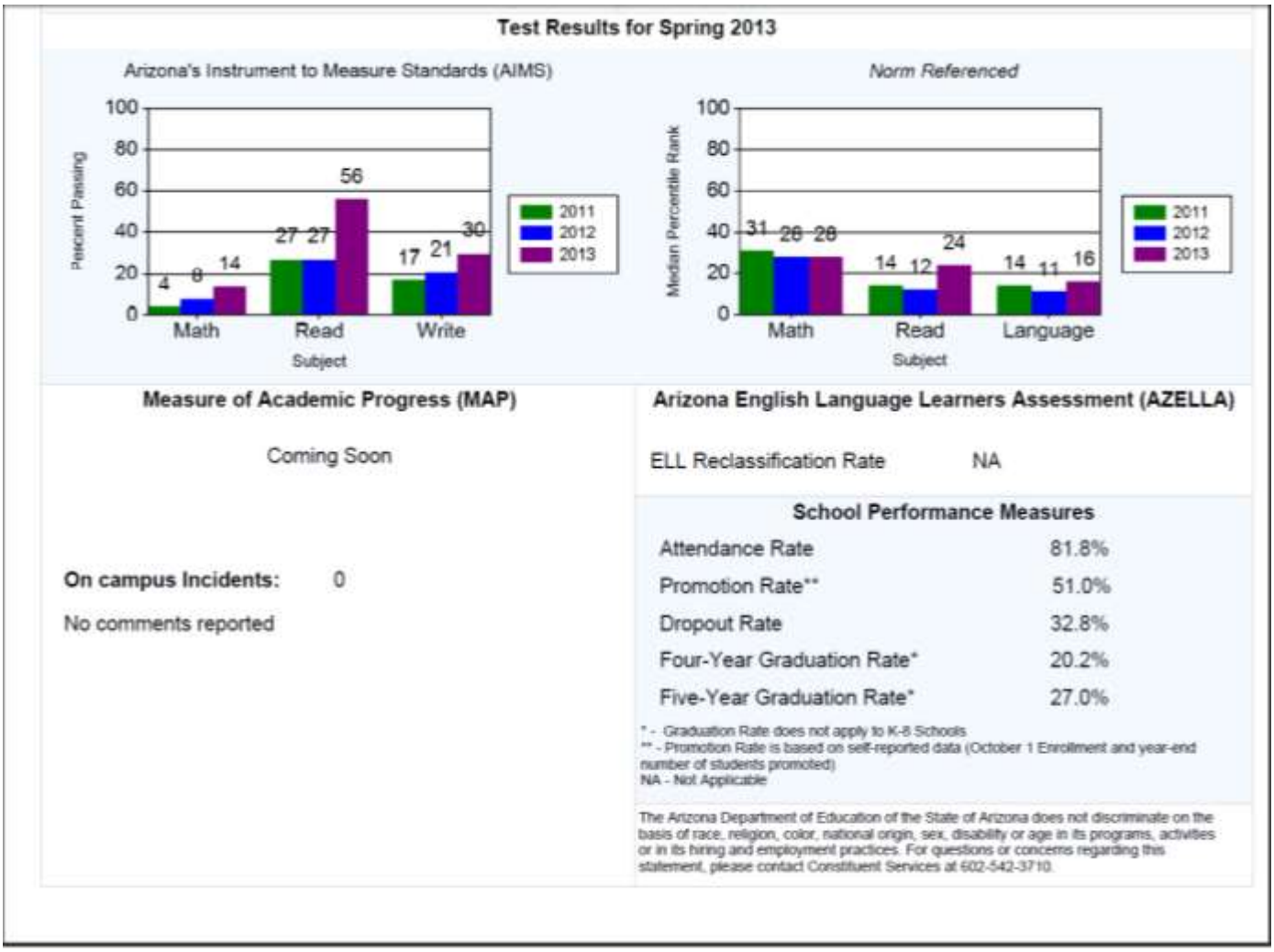
      - ✓ **Pre and Post assessments**
      - ✓ **Formative assessments**
      - ✓ **Stakeholder surveys**
  - **Supplemental curriculum, in the form of server based resources (APEX, Study Island and A+ ALS), have been integrated into the curriculum in order to enhance and support instruction.**

- **Monitoring and documentation of individual student progress and Common Core State Standards integration is conducted through quarterly formative assessment logs, classroom observations and lesson plans.**
    - **FRL student progress is continuously monitored and documented utilizing the following methods for Reading:**
        - ✓ **Student Assessment Logs**
        - ✓ **Pre and Post assessment for each of the Power Standards/concepts and performance based objectives.**
        - ✓ **District Benchmark Assessments**
        - ✓ **Mid-Term and Final Marks**
        - ✓ **Lesson Plans focused on individualized concepts**
        - ✓ **Pre/Post Diagnostic assessment scores**
        - ✓ **Local Benchmark assessment scores**
        - ✓ **Standardized assessment scores**
- **A professional development calendar is created for the school year focusing on areas of need which support student proficiency and effective implementation of evidence based practices in Reading. These areas are identified through the use of student outcome data to help guide professional development and teacher support. The purpose for using student outcome data in such an important area as reading is a way to help set priorities for Career Success Professional Development and has been proven through student growth that effective professional development has a measurable impact on student performance.**



Career Success High School – Tech Campus

School Performance: 2013 – 2014

The A-F Letter Grade:

C-ALT

Federal School Improvement Status:

Focus

Annual Measurable Objectives:

Met

2b. Subgroup Comparison – FRL Mathematics

- **A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in Reading in the Free and Reduced Lunch category.**
  - **Individuals at Career Success High School who qualify for the Title 1 Free and Reduced Lunch Program represent approximately 95% - 98% of the student population. Career Success High School has taken and implemented several steps in order to increase the probability that this subgroup is successful in mastering the AIMS or Stanford 10 assessment.**
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      - ✓ **Formative assessments**
      - ✓ **Stakeholder surveys**
  - **Supplemental curriculum, in the form of server based resources (APEX, Study Island and A+ ALS), have been integrated into the curriculum in order to enhance and support instruction.**

- **Monitoring and documentation of individual student progress and Common Core State Standards integration is conducted through quarterly formative assessment logs, classroom observations and lesson plans.**
    - **FRL student progress is continuously monitored and documented utilizing the following methods for Mathematics:**
        - ✓ **Student Assessment Logs**
        - ✓ **Pre and Post assessment for each of the Power Standards/concepts and performance based objectives.**
        - ✓ **District Benchmark Assessments**
        - ✓ **Mid-Term and Final Marks**
        - ✓ **Lesson Plans focused on individualized concepts**
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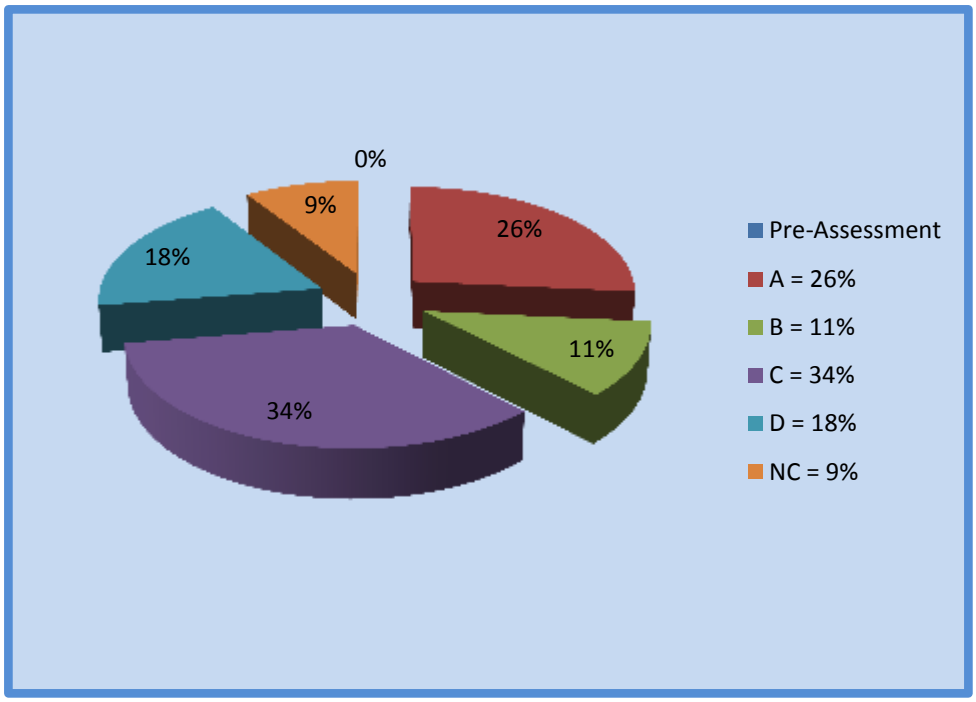
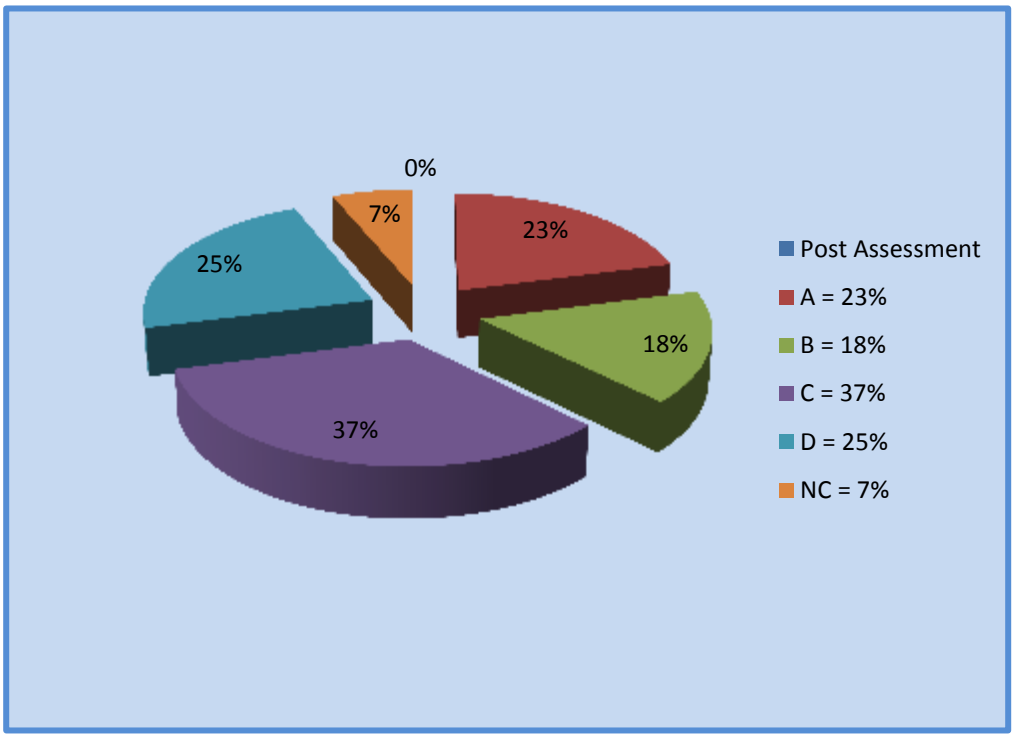
SY: 2012 – 2013/Term 2
Mathematics - Geometry
Internal Pre-Assessment
Grade 10



Career Success High School - Main Campus
SY: 2012 – 2013/Term 2
Mathematics - Geometry
Internal Post-Assessment
Grade 10

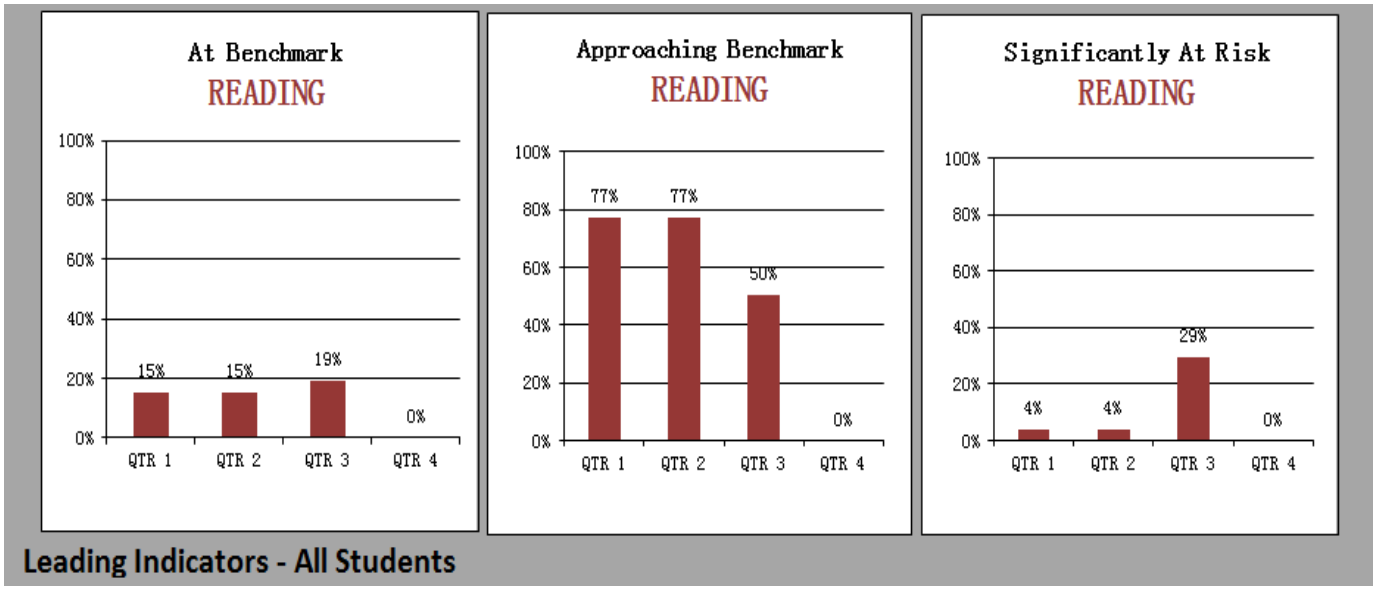


2b. Subgroup Comparison – SPED Reading

- **A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in Reading in the SPED category.**
  - **SPED students at Career Success High School who qualify for the Title 1 Free and Reduced Lunch Program represent approximately 95% - 98% of the student population. Career Success High School has taken and implemented several steps in order to increase the probability that this subgroup is successful in mastering the AIMS or Stanford 10 assessment.**
- **The Career Success High School district PLC is currently engaged in an ongoing process of revising the full academic curriculum to ensure alignment with Common Core State Standards (CCSS) and 21st Century Skills. The rationale for the revision initiative is based on prior academic outcomes, changes in resources, changes in the material covered, and changes in instructional standards.**
  - **Vital assessment data will be utilized so both the content and skills are articulated in a logical sequence from one grade to another in order to avoid duplication and to ensure proper alignment. Data was evaluated and analyzed through a basic study of student academic progress to include:**
    - **AIMS summary reports**
    - **District Benchmark assessments**
    - **Pre and Post assessments**
    - **Formative assessments**
    - **Stakeholder surveys**
- **Supplemental curriculum, in the form of server based resources (APEX, Study Island and A+ ALS), have been integrated into the curriculum in order to enhance and support instruction.**

- **Monitoring and documentation of individual student progress and Common Core State Standards integration is conducted through quarterly formative assessment logs, classroom observations and lesson plans.**
    - **FRL student progress is continuously monitored and documented utilizing the following methods for Reading:**
        - **Student Assessment Logs**
        - **Pre and Post assessment for each of the Power Standards/concepts and performance based objectives.**
        - **District Benchmark Assessments**
        - **Mid-Term and Final Marks**
        - **Lesson Plans focused on individualized concepts**
        - **Pre/Post Diagnostic assessment scores**
        - **Local Benchmark assessment scores**
        - **Standardized assessment scores**
- **A professional development calendar is created for the school year focusing on areas of need which support student proficiency and effective implementation of evidence based practices in Reading. These areas are identified through the use of student outcome data to help guide professional development and teacher support. The purpose for using student outcome data in such an important area as reading is a way to help set priorities for Career Success Professional Development and has been proven through student growth that effective professional development has a measurable impact on student performance.**

DASHBOARD


At Benchmark
READING
100%
80%
60%
40%
20%
0%
15%
15%
19%
0%
QTR 1
QTR 2
QTR 3
QTR 4
Approaching Benchmark
READING
100%
80%
60%
40%
20%
0%
77%
77%
50%
0%
QTR 1
QTR 2
QTR 3
QTR 4
Significantly At Risk
READING
100%
80%
60%
40%
20%
0%
4%
4%
29%
0%
QTR 1
QTR 2
QTR 3
QTR 4
Leading Indicators - All Students

2b. Subgroup Comparison – SPED Mathematics

Career Success does not possess enough data to measure this category. Please see SPED Reading to address school improvement plan.

3a. A – F Letter Grade State Accountability System

- **A sustained improvement plan that includes evidence of increasing student growth and proficiency not discussed in a previous measure.**
- **A sustained improvement plan to meet targets as described in the appropriate A-F Letter Grade Model not discussed in a previous model.**
    - **Growth strategies for all student groups: It is the goal of Career Success High School to continue with the practice of a multi-tiered response to intervention (RTI) for all students and to construct and personalize the learning experience for each individual. Career Success will implement the following aspects of personalizing education to include:**
        - **Decisions based on data;**
        - **Screening for at-risk students;**
        - **Stakeholder collaboration to help each student;**
        - **Progress monitoring; and**
        - **Evaluating the effectiveness of instruction and interventions.**
- **Graduation Rate: The Career Success Professional Learning Community will meet at the beginning of the school year to develop individualized learning plans which will be focused on those students who are nearing the completion of their academic studies.**
    - **Target students or groups of students who are deemed unlikely to graduate and increase the amount of help given to them.**
    - **Provide social services, including counseling and mentoring, in addition to educational services like tutoring to make students feel more important and to raise the level of importance of graduation.**
    - **For students whose first language is not English, provide assistance with ELL classes or translation services to ensure they understand the material.**
    - **Create a community-based effort by involving the students and members of the community in the decisions made.**

- **Increase the reasons to stay in school by promoting the positive outcomes of an education.**
- **Improve communication between parents and school**

❖ **Dropout Prevention: The Career Success Professional Learning Community will meet monthly to discuss, collect and utilize data in order to identify those students who are at risk of not completing their education or who have already dropped out of school. The criteria used for the identification of at risk students and the methodology for data collection is as follows:**

- **Weekly Progress Reports**
- **Pre and Post Diagnostic Assessments**
- **Mid-Term and Final Grades**
- **Attendance**
- **SII Dashboard**
- **Behavioral Referrals**
- **Individualized Education Plan (SPED)**
- **Dropout Prevention Program – ARS 15-901.06**

The data will answer the following questions for each student and allow for both proactive and reactive interventions:

- **Who is dropping out,**
- **Why (for what reasons),**
- **When (at what point in the student's career)**

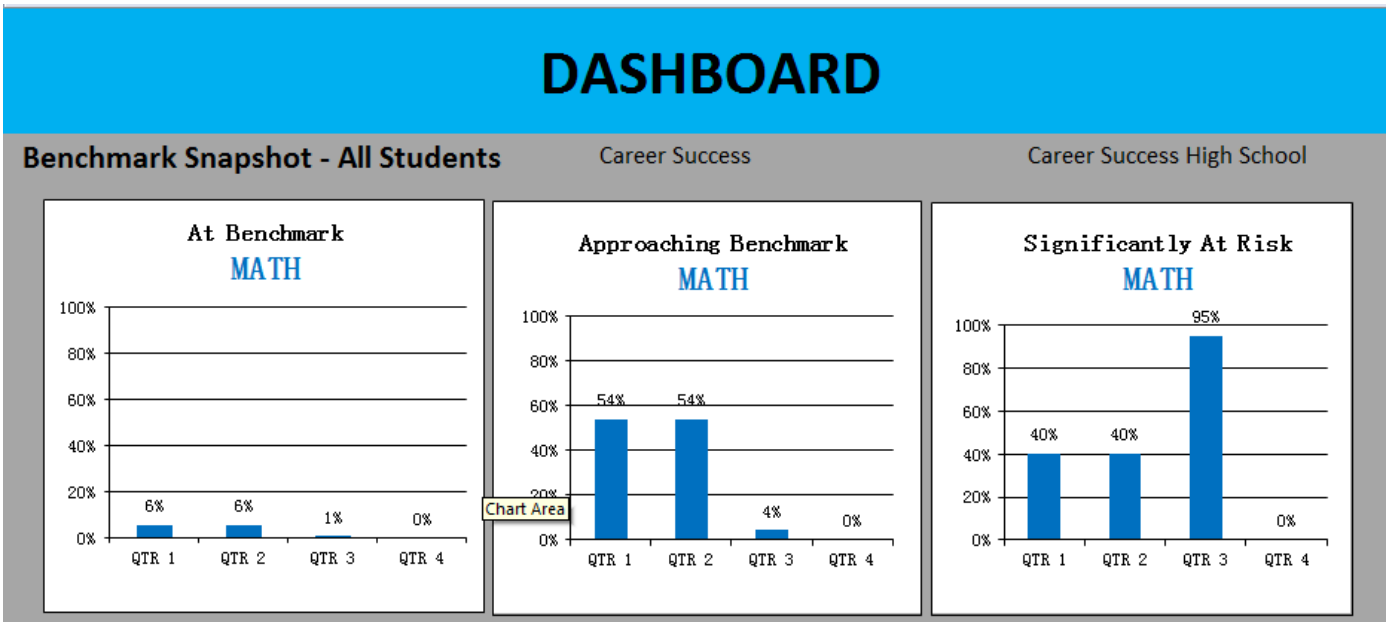
❖ **Monitoring of the plan is an on-going process that includes a variety of instructional practices to include:**

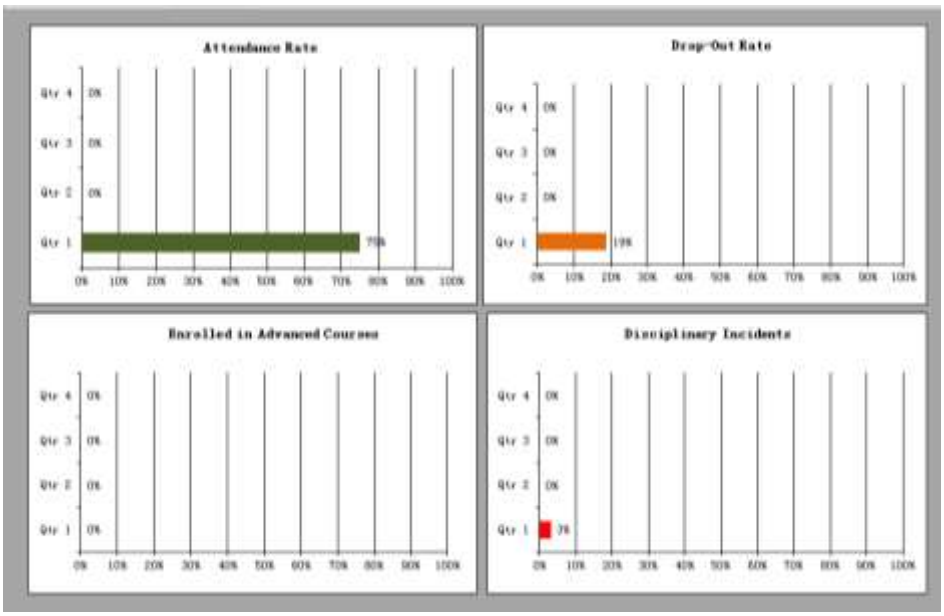
- **monitoring of district and common formative assessments**
- **administrators classroom visitations and observations**
- **lesson plans**
- **instructional team meetings**
- **monthly paraprofessional meetings**

❖ **Additional learning opportunities will be provided for all students through the implementation of Summer School. Classes in Reading and Mathematics will be offered with**

an instructional focus that will utilize both internal and external data sources in order to assist in the identification of those areas of weakness in both subjects.

ADE - School Improvement and Intervention
SY: 2013 - 2014
District Benchmark Assessments




Attendance Rate
Qtr 4
Qtr 3
Qtr 2
Qtr 1
0%
0%
0%
75%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Drop-Out Rate
Qtr 4
Qtr 3
Qtr 2
Qtr 1
0%
0%
0%
19%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Enrolled in Advanced Courses
Qtr 4
Qtr 3
Qtr 2
Qtr 1
0%
0%
0%
0%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Disciplinary Incidents
Qtr 4
Qtr 3
Qtr 2
Qtr 1
0%
0%
0%
3%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%