Performance Management Plan Narrative
Children First Academy
Phoenix/Tempe

May 18, 2012

Dear Charter Board Members,

Enclosed are the necessary documentation for the renewal of the Sequoia Ranch Charter.
This charter consist of the following schools sites:

Sequoia Ranch
A small K-12 school located in Mayer consisting of approximately 40 students, one bus driver, one principal, two teachers and one aid. The school provides lunch and transportation.

After nine years of operation, it has been decided that Sequoia Ranch will be shut down June 30th, 2012. Parents, students and staff have been notified. A plan has been establish to ensure that all relevant records will be accounted for and stored at Sequoia's main record storage site in building #5 at 1460 S. Horne, Mesa 85204. All requests for record information should be directed to Kathy Stacy, at (480) 461-3200.

The primary reason for closing Sequoia Ranch has been the on-going issue of financial viability. We have projected an operating loss of $164,000 for the next school year, this after losing approximately $100,000 in the current year.

Children First Academy - Phoenix
A K-8 school located in downtown Phoenix that serves 320 primarily homeless students who are at extreme risk. Very complicated environment that provides horrendous challenges to the delivery of meaningful educational services.

Children First Academy - Tempe
A K-7 environment located in Tempe that serves 210 very high risk students similar to the Phoenix campus. For this reason, we have combined the Performance Management Plans for the two CFA schools into one PMP. Please see enclosed.

Sequoia Pathway Academy
A K-12 environment located in Maricopa that serves approximately 800 students. This school has been given a "B" and given its continued improvement, we expect this school to earn an "A" label soon.

Sincerely,
Ron Neil
Superintendent, Sequoia Schools

OUR SCHOOLS

Children First Academy - Phoenix serves 320 very at risk students, a majority of whom are homeless. The Phoenix campus is a K-8 school in downtown Phoenix. Similarly, the Tempe campus is currently a K-7, with plans for expansion to 8th grade next year, and serves 200 at risk students in the Mesa/Tempe area. The school is located along the light-rail route on Apache Blvd. Most children and families who attend these schools live in shelters, cars, streets, hotels, etc. The student population at these schools are at extreme risk both academically and socially. These schools offer more than just an education to students and family, a variety of additional services are made available which include breakfast, lunch, food boxes, clothes, medical care, dental care, mental health care, washing of clothes at school, providing showers at school,

transportation, etc. As a result, these schools are very involved with a number of social agencies.

Due to family circumstances, the student population at both location is very transitory. At the Phoenix campus this is even more notable, as 65% of the students never finish a complete year of school. Attendance rates for the Phoenix campus also indicate that approximately 25% of the student population have absences in excess of 10% of the total school year. At the Tempe location, these issues are present but the data is not as staggering as that noted for the Phoenix campus.

As a result, academic progress is impacted. Students in Kindergarten and first grades are typically severely developmentally delayed, and have very little awareness of social norms. This additional instruction and guidance is then the responsibility of the staff at these schools.

Children's First Academies - Phoenix/Tempe work to serve the whole student. These schools are unlike any other school in the state of Arizona, which makes them truly unique.

OUR MISSION

Phoenix campus

- To provide educational services and any additional social/health/family services necessary in order for the students to successfully complete a K-8 education and become a productive member of our society. Furthermore, it is our mission to ensure that our school provides for a very positive and uplifting environment where there are high expectations for each student, academically and socially.

Tempe campus

- Children First Academy of Tempe is dedicated to students by helping them achieve academic success, maintain personal health, discover and develop their strengths, gifts and cultivate their citizenship and character.

HISTORY

Children First Academies (Phoenix/Tempe) are the result of District 509 closing the old Thomas J. Papas schools. Sequoia Schools was asked by the Small School House Foundation to assume responsibility for the staff, students and families as a result of this closure. Sequoia Schools

researched these locations and after a six month investigation added these two schools to the organization under the Sequoia Ranch LEA.

The biggest concern Sequoia Schools had with accepting responsibility for the academic, social and physical wellbeing of these students was the total lack of expectations at Thomas J. Papas Schools. The organization's administration knew that the staff that would be inherited were not data driven, had no sense of accountability and that the students and various volunteer organizations viewed the school as “a place to have fun and feel good”. This meant that over the last three years, significant reform has been implemented to provide structure, expectations and accountability for these schools.

Re-teaching teachers to become what they once were is not a trivial task. Helping parents to understand their role in this process is even more challenging, especially when the parent has a very complicated life. Re-shaping the culture to be consistent in demanding high expectations, releasing teachers from employment, creating a data driven environment and ensuring that everyone not only has a curriculum map but is actually using it are all part of the uphill effort we have been involved in for the past four years.

The key to effective reform is strong site administration. Sequoia has been committed to finding the right administrators for these schools. Yet during the last four years though, both schools have experienced administrator turn-over. At Phoenix the former Pappas principal continued for a brief amount of time. She was replaced just after the start of the school year by Mr. Jarrett Sharp, yet she remained an employee of the school and worked with fundraising activities for the school. Mr. Sharp maintained his employment with the organization from 2008-2011. During this time, structure was brought to the daily routine of the school, but little was done to truly increase the academic rigor of the school. In 2011, Mr. Sharp was replaced by a new principal, Mr. Robert Meko. Mr. Meko's tenure was short. He was asked to resign in November 2011, leaving the staff and students with little consistency or structure. The organization took significant steps at this time, to find an individual who was committed to student success and high expectations. Ms. Donna Driggers was transferred to Phoenix at this time from another school within our organization. Additionally, Mrs. Tamara Becker, Assistant Superintendent, was charged with overseeing this location and Ms. Driggers to provide extra support and guidance. Both Ms. Driggers and Mrs. Becker are working to re-establish the culture at the Phoenix location and raise the expectations so that all students are academically and socially successful.

At the Tempe school, Mrs. Diane Fernicho was the site administrator from 2008-2009. Her leadership was determined to not be effective and she was moved into another position within the organization. Mr. Jerry Lewis, Assistant Superintendent and current state Senator, took over as the school's administrator. During his tenure, Mr. Lewis established a data driven, high expectations culture throughout the school, that is still evidenced today by students and staff.

Upon his departure in 2011, Mr. Daniel Cooper was brought in. Mr. Cooper's dedication and commitment to the students has been commendable. Yet despite this, Mr. Cooper has opted to return to the classroom for the upcoming school year. He is being replaced by Mr. Jevon Lewis. Mr. Lewis has been a teacher at Children's First Academy for 5 years. Mr. Lewis is an exemplary teacher and coach for our Professional Learning Communities. He uses data to drive his instruction on daily basis and he will be the instructional leader that CFA Tempe needs.

Mr. Jevon Lewis and Ms. Donna Driggers are the dynamic leaders that these schools needs and with guidance from district administration will solidify high expectations, data driven instruction for all students at these campuses.

The 2012-2013 school year will bring many changes for the students, staff and parents at these schools, but we are confident that with strong teachers and administration and the implementation of the plans outlined in this renewal, these schools will positively impact the culture and performance at these locations.

DEMOGRAPHICS

Currently the Phoenix campus is located at 7th Ave and Fillmore. It is our intention to move during the 2012-2013 to a new location at 16th St. and Mohave. Despite location, students are bused in from all over the Phoenix area. Currently, we have students within the following geographic locations: North - Dunlap; South - Dobbins; East - 52nd Street; and West - 91st Ave. The Tempe campus has students from the Tempe, Mesa and Guadalupe areas, which also accounts for a large geographic area.

Student Enrollment By Ethnicity

CFA-P	***Total***		*Asian*		*African American*		*Hispanic*		*American Indian*		*White*	
K-8	**300**		0		41		85		35		139	
M/F	**144**	**156**	0	0	12	29	49	36	19	16	64	75

Student Enrollment By Ethnicity

CFA-T	***Total***		*Asian*		*African American*		*Hispanic*		*American Indian*		*White*	
K-7	**200**		1		19		141		6		33	
M/F	**98**	**102**	0	1	9	10	72	69	2	4	15	18

Free and Reduced Lunch Statistics for Our Homeless School

School	*Free*	*Reduced*	*Paid*	***TOTAL***
CFA-P	331	0	19	**315**
CFA-T	211	0	1	**212**

Number of ELL Students By Grade Level

School	*Kinder*	*1st*	*2nd`*	*3rd*	*4th*	*5th*	*6th*	*7th*	*8th*	***Total***
Phoenix	7	6	15	0	5	2	2	1	0	**38**
Tempe	14	11	15	3	7	3	6	2	N/A	**61**

ELL Category

	Pre-Emergent	*Emergent*	*Basic*	*Intermediate*	*Monitored Only*
Phoenix	3	3	12	20	26
Tempe	2	3	18	38	43

EDUCATION FOR HOMELESS STUDENTS

Sequoia Schools understands that by providing education we are taking advantage of our one big opportunity to effectively help homeless children break the cycle of homelessness & poverty.

Children First Academies recognizes that educating children requires more than a classroom, desk and textbooks. We provide the following for our students and their families

Transportation:

- Phoenix - Five buses travel over 450 miles a day; changing routes to accommodate the transitional lives of students' families. This provides a consistent and stable environment for our kids.
- Tempe - Four buses travel a minimum of 20 miles in each direction from the school. Currently students from Mesa, Tempe and Guadalupe attend this school.

Transportation routes are flexible based upon student needs. Routes are changed and accommodated within 24 hours to ensure students are able to attend school. Quite often, the last person to see child is the bus driver at the end of the day; the bus drivers at Children First Academies have a complicated job, and work to support students in more ways than just transporting them. Drivers attend and go through similar training as instructional staff at these schools to ensure compassion and understanding related to the situations these children and their families face each day.

Food:

- Phoenix provides food boxes to families in need once a month, or as needed. In addition, a partnership with St. Mary's Food Bank provides food bags for up to 80 students each week.
- At the Tempe campus food boxes are created through donations. These boxes are distributed to needy family 2-3 times per month and impact approximately 100 families within a given month.

Family Service Center:

- As a result of community donations, families receive hygiene kits, clothing, furniture and household items at both locations. Families can set up appointments to visit the Family Service Centers.

Social Services:

- A full-time counselor is shared between both campuses to work with individuals and groups of students. This position has been funded in through a grant provided by Discount Tire.

Medical:

- Phoenix has a partnership with Phoenix Children's Hospital. Through this partnership a mobile clinic comes to campus twice a week. Complete medical services are provided for students and individuals 0 - 24 years of age. Services include but are not limited to: immunizations, health screenings, and vision and hearing assessments.
- Tempe currently has a physician assistant once a week. They are currently working to establish a partnership with Scottsdale Healthcare to bring a mobile clinic on site 1 - 3 times a week. The intent is to then also offer these services to the surrounding communities.

Dental:

- Phoenix also has a mobile dental clinic that is on campus approximately once a month. This clinic receives outside donations to provide complete dental services to students. This clinic is equipped to take x-rays, do cleanings, perform root canals and a variety of other services.
- At Tempe, dental services are provided in a similar fashion twice a month.

Vision:

- Both campuses are supported by Nationwide Vision Centers at the start of the year with vision screenings and glasses for those who are in need. Additional support is provided throughout the course of the year by other agencies to ensure students vision is not an impediment to their learning.

EDUCATIONAL SERVICES

The classroom structure at each school is outlined below:

	Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th
Phoenix	2	3*	2	1**	1	1	1	1	1
Tempe	1	2*	1	1	1	1	1	1	N/A

* There is 1st/2nd grade combined ELL class at each location.
** Phoenix currently has a combined 3rd/4th class.

The Tempe campus also has a full time physical education teacher, and the Phoenix campus has a part time physical education teacher. Tempe employs an music teacher 1 day a week, and Phoenix has a volunteer who hold art classes for students once a week.

Each campus also employs a dedicated special education teacher who provides direct service and classroom support to students with Individual Education Plans. Additional support services as outlined in the IEP such as: speech, occupational and physical therapies.

The ELL, English Language Learner, program at both locations is quite significant. The Arizona Department of Education, ELL Department, has mandated that if there are 20 or more children classified as needing ELL services in a 3 year grade span, a self contained classroom must be created. As outlined in the demographics section, both schools meet this requirement and thus have created self contained classrooms. Teachers have specialized training and support from ADE as well as the organization's Director of ELL services to provide appropriate instruction and accommodation for this student population.

Both campuses focus instruction in all content areas outlined in the Arizona State Standards. In addition, a pilot program has been established this year with Imagine Learning. Imagine Learning is a language and literacy program that provides educational software to our schools. By using this program, students receive one-on-one instruction through thousands of engaging activities specifically designed to meet their individual needs and provide real results. This program has been provided free of charge to both campuses this year. Phoenix was trained on this program later in the year, and they will therefore have an additional year free for the 2012-2013 school year. It is Tempe's intent to continue to use this program for individualized supplemental instruction in reading for the upcoming school year.

Finally, the Tempe campus employees a part-time reading specialist and a part-time math specialist. The positions are grant funded and will be continued for the upcoming school year. Discount Tire has also provided funding which has enabled a paraprofessional to be hired for each classroom. An expansion plan to include an 8th grade class is also in development for the 2012-2013 school year at Tempe.

UNIQUE CHALLENGES IN EDUCATING HOMELESS STUDENTS

By the time homeless children reach school age, their homelessness affects their social, physical, and academic lives. Homeless children are not simply at risk; most suffer specific physical, psychological, and emotional damage due to the circumstances that accompany homelessness. *America's Youngest Outcasts 2010 reports the following:*

- *Children experiencing homelessness suffer from hunger, poor physical and emotional health and missed educational opportunities.*

- *A majority of these children have limited educational proficiency in mathematics and reading.*

Homeless children are eight times more likely to be asked to repeat a grade, three times as likely to be placed in special education classes, and twice as likely to score lower on standardized tests.

Often students who enter our schools in Kindergarten have had little to no educational exposure prior to stepping foot on campus. Many have significant development delays which impact their educational progress. Most notably, these children have not had the same experiences or exposure to books, numbers, language or social interactions as compared to their peers. Delayed language and skills impact all aspects of school readiness. These schools therefore has the unique challenge of addressing these deficiencies from the day the students arrive. It is important to note that while Kindergarten standards are being addressed, so too are remedial skills and social/emotional development.

In all classrooms, teachers have the added task of building schema or background knowledge for these children. As their previous experiences and exposure to the world is limited, teachers must ensure that concepts and connections are made on a continuous basis in order to assist students in committing learning to their long term memory. Background knowledge is developed through scaffolding, visual aids, manipulatives and or role plays. It is also important to note that student's vocabulary is significantly delayed and therefore explicit vocabulary instruction is imperative to student success.

Another unique challenge that staff at these schools face is issues with attendance and continuity. As indicated previously students attendance rates are less than desirable. At CFA-P this year, 51% of the students that began the school year had left by spring break. Constant mobility and lack of consistent attendance in the same school hampers the academic progress of students. This is evidenced in lower performance on standardized test scores in mathematics and reading. Therefore, it is imperative that these schools continue to establish routines and procedures to help students get to and attend school on a daily basis. Removing the barriers of hunger, lack of clothes, medical or dental issues or inability to get to school also help to prepare students for learning. In addition, having flexible and responsive transportation services help to ensure students are coming to school on a consistent basis.

Many parents are unavailable, or do not value or involve themselves in their child's education when facing issues of homelessness. It is imperative that we address and define ways to actively engage parents in their child's education. Both schools, hold parent nights frequently. These nights allow families to interact with the school staff and work to highlight ways that parents can become active participants in their child's education. For these events, we provide dinner for our families as an incentive to attend. Our food box distribution for the upcoming school year will

also require parents to volunteer in the school in hopes of creating a stronger home-school connection for the benefits of students.

Schools that educate homeless students do not look like traditional schools. In a traditional school, students come prepared and ready to learn. The majority have food, clean clothes, and their basic medical/dental needs attended to. If a student has lice, the parents intervene and get the appropriate medications to remedy the situation. This is not the case with homeless children and not the case with Children First Academies. The schools provide these services without which students could not and would not attend. Often these students are kicked out of traditional schools due to poor or sporadic attendance. We accept these children and work to find ways to ensure they attend school on a daily basis. In a traditional school, students are quickly expelled or suspended for behavioral issues. We work to teach students about right and wrong through discipline and provide opportunities for students to turn negative behaviors into positive ones with coaching and support. Children First Academies focus on educating the whole child and ensuring growth and success.

CHILDREN FIRST ACADEMIES - CURRENT APPROACH FOR THE LAST 4 YEARS

The following section outlines what has been done and implemented over the past 4 years to address curriculum, standards integration, student achievement, using data to drive instruction and professional development.

CURRICULUM and STANDARD INTEGRATION

Since joining Sequoia Schools, Children First Academies have had limited and ineffective curricular resources for mathematics or reading instruction. Some programs have been implemented to support teachers with instructional planning, but the use of these resources has been sporadic and often teachers are ill-equipped to use these resources effectively.

At the former Thomas J. Pappas schools, high expectations and rigor were not embedded in the culture of the schools. When joining the Sequoia organization, this was a significant cultural shift for many of the staff. To date, only 3 staff at each campus remain from the original group that came over from the Pappas organization continued to be employed at these schools.

At the Phoenix campus, under Mr. Jarret Sharp, significant funds were spent on the training and implementation of Expeditionary Learning. This program is a project-based model that while effective in some schools, proved to be highly ineffective for students at the Phoenix campus. Expeditionary Learning was not successful due to the significant achievement gaps evidenced by student data. Students were generally unsuccessful with this as their basic skills were deficient and this program did not address these deficiencies. Additionally, the high turnover rates made it

virtually impossible for students entering in the middle of a project to "catch up". Expeditionary Learning was abandoned at the start of the 2011-2012 school year.

While funds have been spent on software and computer based program the true challenge has been in researching and finding curriculum resources that align to the standards. At the start of the 2011-2012 school year, this became glaring apparent as the staff at Phoenix began looking to purchase mathematic resources. Training and support has been provided, and reinforcement of this is necessary, to ensure that teachers not only know how to select a resource that has strong correlation to the standards. In addition, staff must have continuous training and support in implementing these resources, otherwise their use of these resources will be ineffective and pointless. This is highlighted in subsequent sections of this renewal document.

Reading

Reading A-Z is a program that provides teachers with assessments and leveled reading books. This online resource helps teachers selected leveled books for students based on their reading level. Most teachers use these books both in class and at home. Teachers at both schools in Kindergarten - 2nd grade use this program.

Imagine Learning has also been implemented this year at both schools. This research based computer program helps struggling readers with individual skills and concept development. This program is used both in the computer labs and in the classroom setting as well. Students in grades K-8 utilize this program. The primary objective of implementing this program was to specifically address a number of state standards that focus on the inclusion of higher order thinking skills.

At Tempe, a daily uninterrupted reading block has been established this year to make better use of paraprofessionals and the reading specialist, as DORA and DIBELS indicated a strong need to address basic skills development in the area of reading.

At Phoenix, staff received training on use of a phonics program from Reading Horizons called DIP. This program incorporates visual markings to assist students in learning how to decode words and sounds. Students in grades K-5 utilize this program. Initial training was provided but follow up training and support is imperative if this is to be utilized effectively for classroom instruction.

Mathematics

Teachers use the organization's FAST Math Scope and Sequence as the foundation of their instructional planning. This assessment program directly aligns to Arizona State Standards and ensures that all major content is introduced prior to the state standardized assessments, AIMS.

The FAST Math program does provide skills tests and micro assessments that teachers can use in planning instruction and monitoring progress.

During the 2010-2011 school year, it was decided that all teachers needed assistance in understanding the state math standards. Therefore, a policy was put in place that required teachers to use FAST Math.

Data from this assessment program is then used at the organization, school and classroom level to impact instruction and increase student performance. As more data is collected, trends in teacher performance will be noted and used to support them in their professional goals.

Writing

6 +1 Traits of Writing Rubric is an assessment tool used state-wide. Writing prompts are developed by the organization and scored using this rubric. The rubric itself provides the instructional planning focus and direction needed. Neither school utilizes a formalized spelling or grammar program at this time.

Curriculum Maps

The organization has placed strong emphasis on the importance of creating a curriculum map aligned with the Arizona State Standards, and requires that all teachers use this document. When planning lessons, teachers use the internet and old resources to develop lessons.

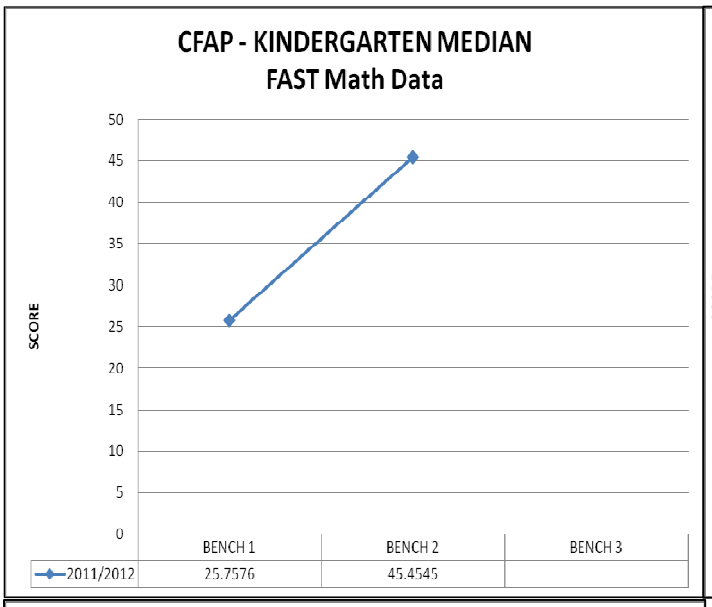
STUDENT ACHIEVEMENT AND DATA DRIVEN INSTRUCTION

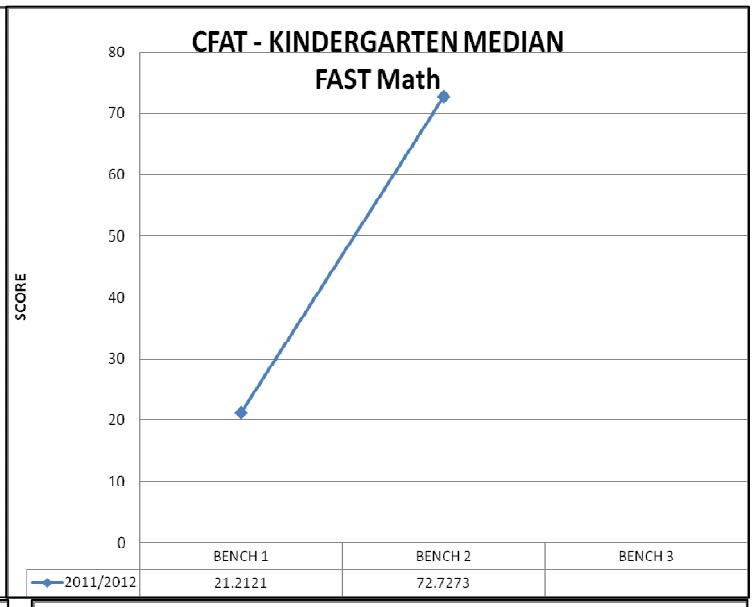
Data analysis with regard to student achievement is major priority throughout the organization. We have a number of data sets that support teachers in planning and developing instruction that are utilized on an on-going and continuous basis. In addition, the organization uses these data reports to monitor teacher and school progress with regard to academic achievement.

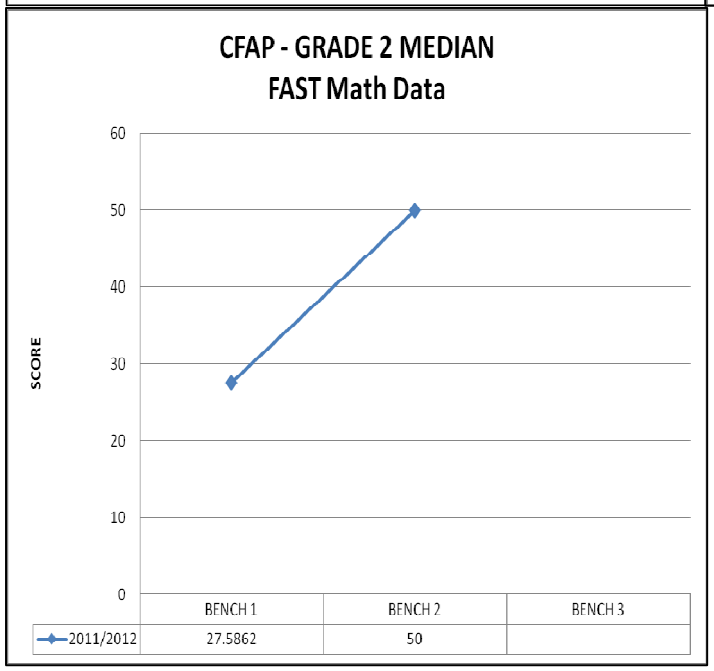
Since the staff that came over from the Pappas schools were not familiar with using data to drive instruction, and had little internal accountability measures in place, procedures for implementing benchmark testing were established in reading, writing and mathematics. In addition, substantial professional development was provided in this area to support these staff members.

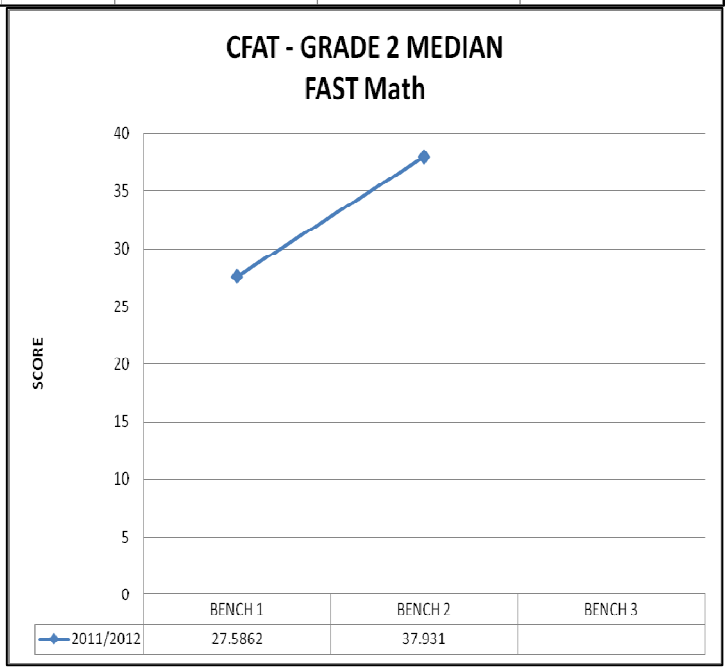
FAST MATH

FAST Math K-2 is an assessment program that has is designed to align with the Common Core standards. This program is in its initial year of implementation. It is administered in a one-on-one format. Student's mathematics knowledge and development are assessed three times a year and the data is used at the classroom, school and organizational levels.







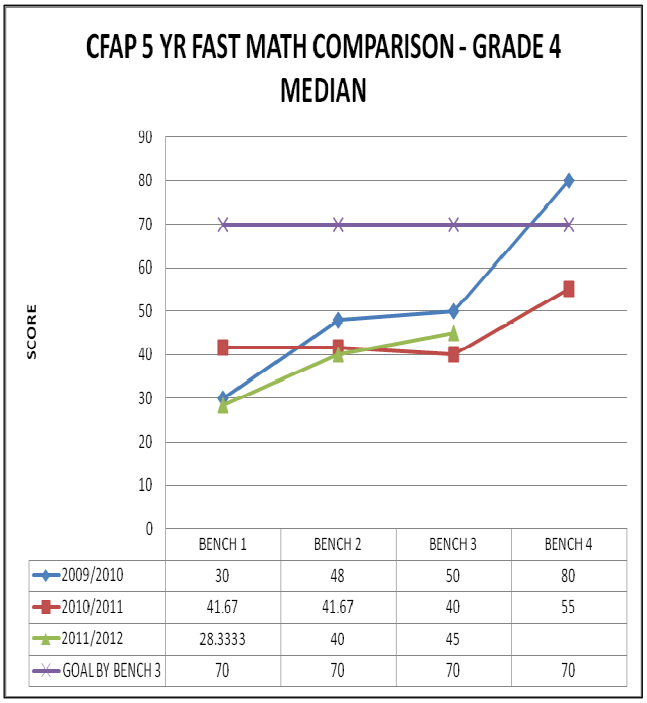


These graphic representations of FAST Math data in grades Kinder and 2nd illustrate the lower level of performance that is evidenced as students begin the school year. In Kindergarten both schools documented performance at the same range. While Tempe's data does illustrate a larger

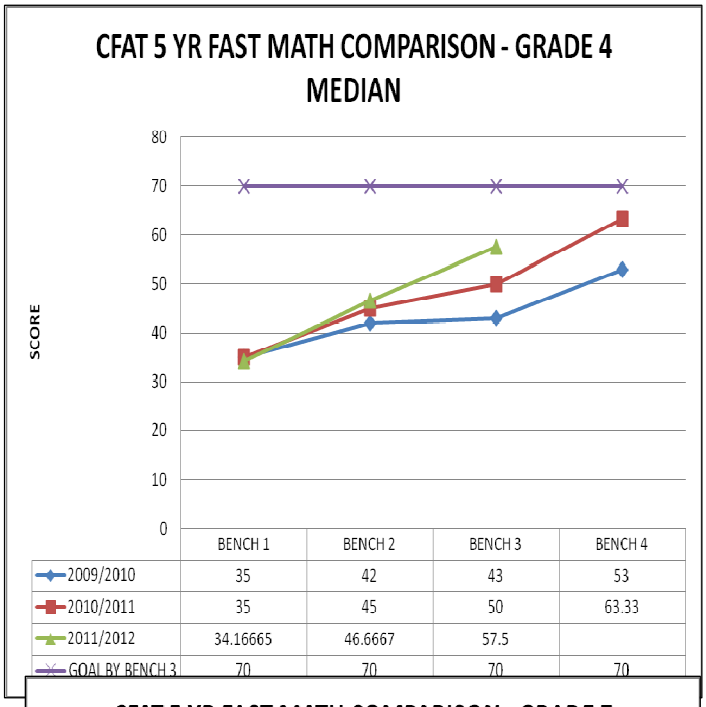
growth percentage, Phoenix's Kindergarten data is greatly impacted by a significant amount of attendances issues.

FAST Math 3rd - 8th

This set of assessments have been in use at Sequoia Schools since 2004. The process and data collection have been refined over the last few years, allowing us to capture progress with more valid and reliable data sets. Currently FAST Math 3rd - 8th is aligned to the AZ Mathematics Standards 2008. We are currently in process of realigning the new standards to FAST Math. For students in these grades, assessments are administered 4 times a year. Data is collected and reviewed at the classroom, school and organization levels.

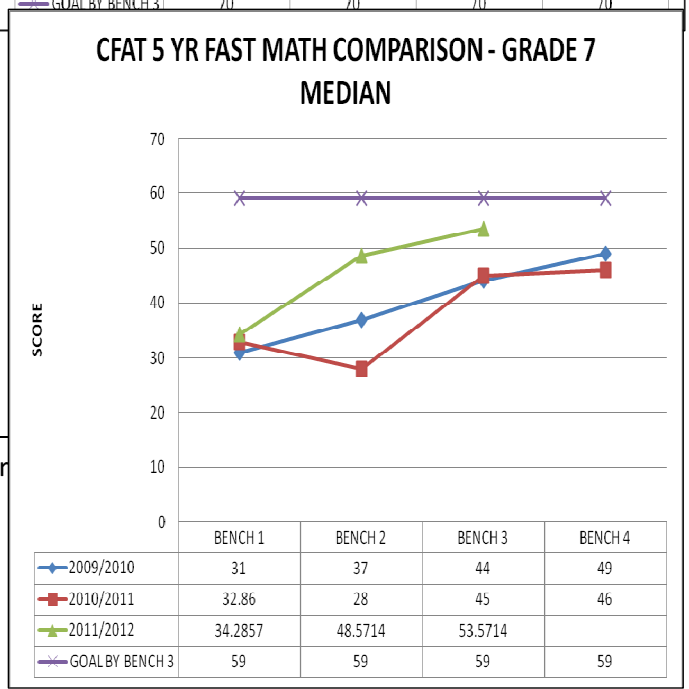


	BENCH 1	BENCH 2	BENCH 3	BENCH 4
2009/2010	30	48	50	80
2010/2011	41.67	41.67	40	55
2011/2012	28.3333	40	45	
GOAL BY BENCH 3	70	70	70	70

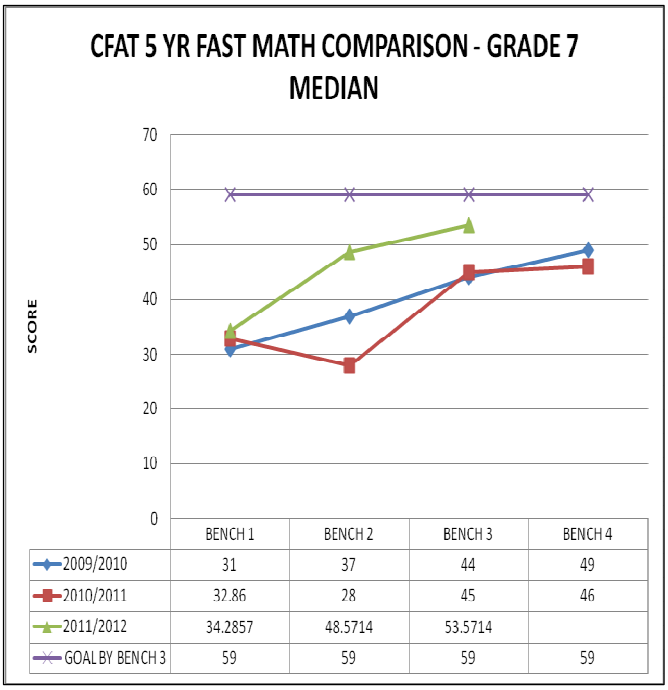


	BENCH 1	BENCH 2	BENCH 3	BENCH 4
2009/2010	35	42	43	53
2010/2011	35	45	50	63.33
2011/2012	34.16665	46.6667	57.5	
GOAL BY BENCH 3	70	70	70	70

The 4th grade data illustrates below goal performance with the exception of the 2009-2010 school year at CFA-P. Yet it should be noted that progress is being made despite the fact that students are significantly behind with regard to grade level standards.



	BENCH 1	BENCH 2	BENCH 3	BENCH 4
2009/2010	31	37	44	49
2010/2011	32.86	28	45	46
2011/2012	34.2857	48.5714	53.5714	
GOAL BY BENCH 3	59	59	59	59



	BENCH 1	BENCH 2	BENCH 3	BENCH 4
2009/2010	31	37	44	49
2010/2011	32.86	28	45	46
2011/2012	34.2857	48.5714	53.5714	
GOAL BY BENCH 3	59	59	59	59

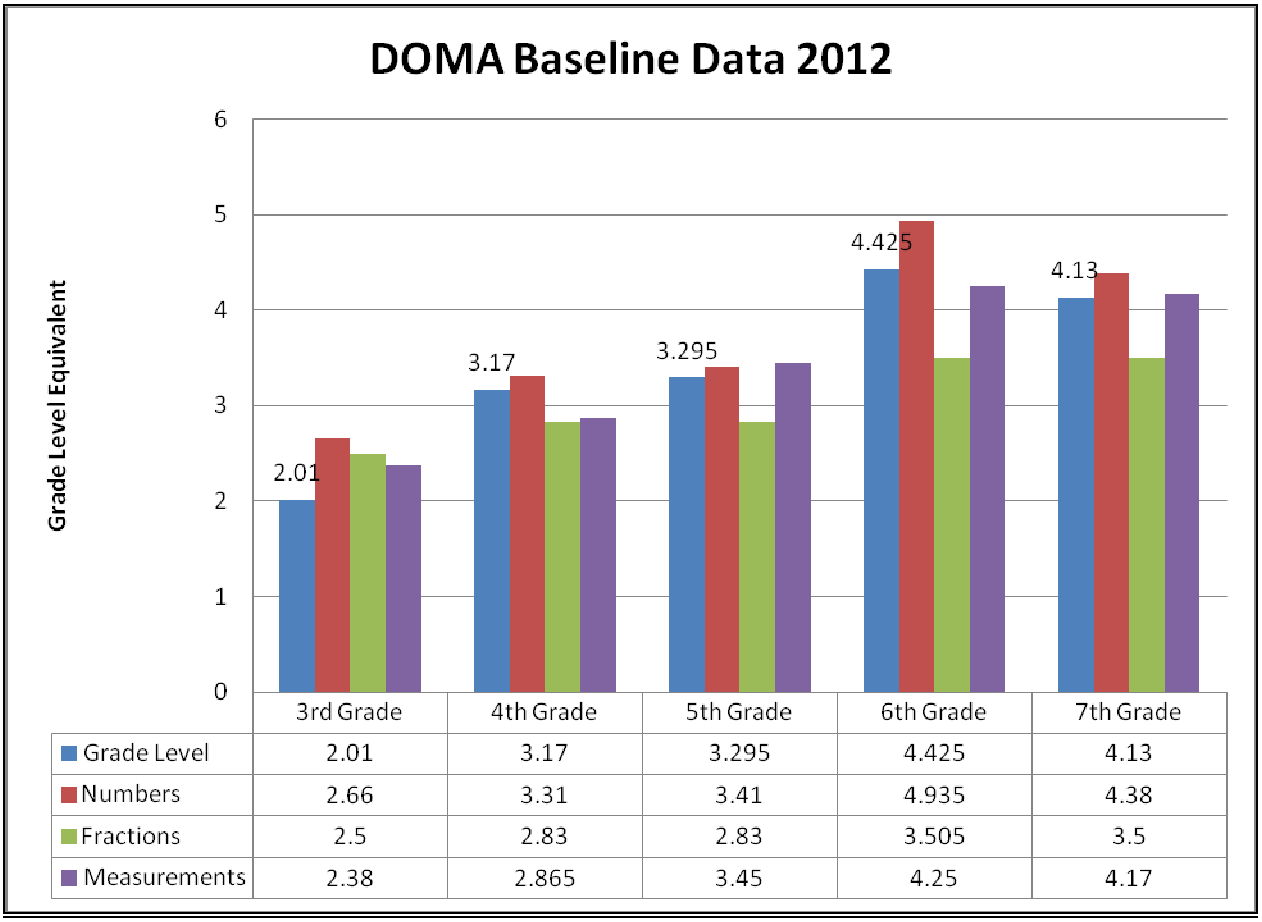
The 7th grade data illustrates closer performance to the identified goals. It is our prediction that both locations will be at the prescribed goal by the fourth benchmark. Yet, as AIMS is administered in April we realize that performance must be increased at a faster rate in order to ensure more success on AIMS.

The data shows a need for focused professional development with regard to math strategies, differentiated instruction as well as the need to employ a common curricular resource in order to establish consistency in instruction. Additionally, data from teacher evaluations also indicates the need to provide clear, purposeful training on how to utilize the curriculum maps in the classroom on a daily basis. This will be outlined in more detail on the following section.

DOMA

Understanding the importance of evaluating student performance at their respective skill level versus with regard to grade level content, the Phoenix campus recently purchased DOMA, a Diagnostic Online Math Assessment of Basic Math Skills. DOMA is based on the NCTM standards and examines a student's numeric computation skills, ability to use and understand fractions and their understanding of measurement skills. The results of this assessment provide a grade level reference which will allow staff to more effectively set up intervention groups as well as provide instruction to the student at their current level of knowledge and understanding. This assessment program is planned to be used at both campuses in the upcoming school year for the purposes outlined above.

Implementing DOMA was motivated by the need to have more data to further collaborate with our FAST Math data. This assessment was administered in May 2012.



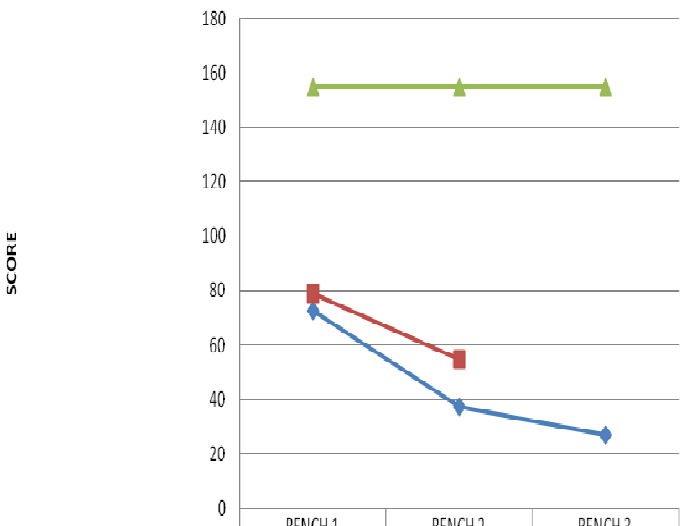
Total # of Grade Levels Behind	**1.89**	**1.73**	**2.615**	**2.65**	**3.73**

This data indicates that at the third grade level the average student is already 1.89 years behind with regard to their mathematics knowledge. As students progress, the gap widens, making it more challenging to ensure students are proficient in these basic skill areas.

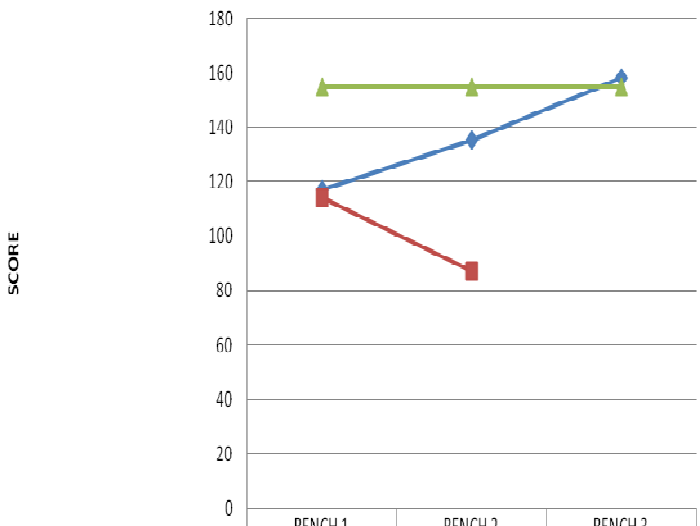
<u>DIBELS</u>

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. We administer DIBELS assessments three times a year. The data is then used to guide instruction in the classroom. This year at the Phoenix campus, we utilized DIBELS data to set up intervention groups to address student gaps and deficiencies.

As noted above the decline in student performance based on DIBELS data resulted in Intervention groups being established. Interventions were conducted based on student needs and

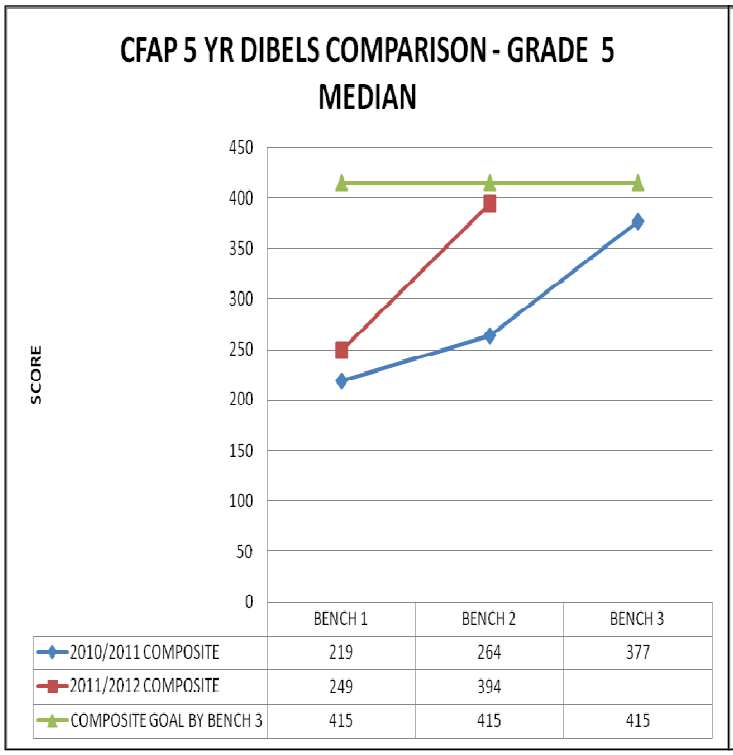


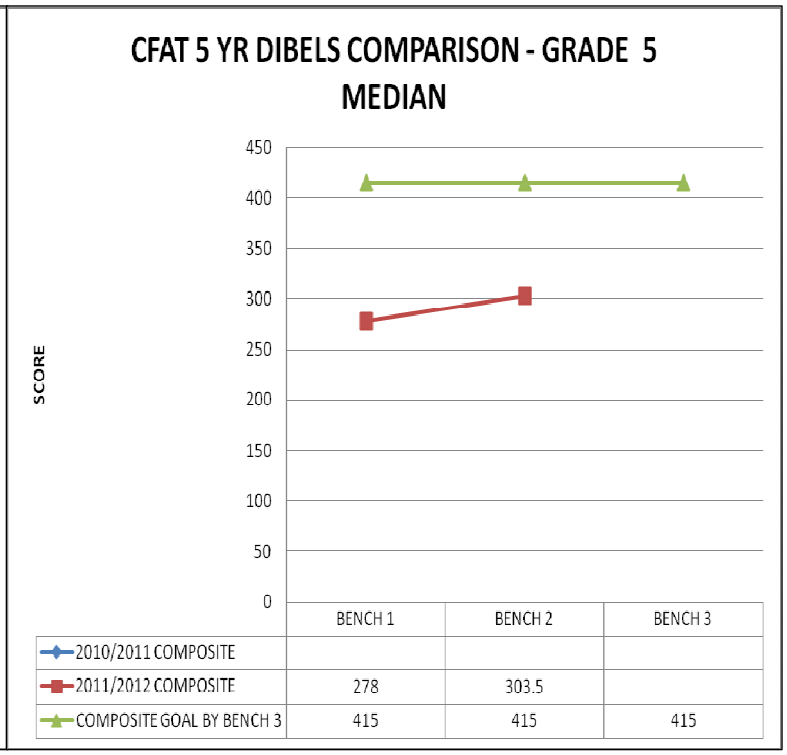
	BENCH 1	BENCH 2	BENCH 3
2010/2011 COMPOSITE	72.5	37.5	27
2011/2012 COMPOSITE	79	55	
COMPOSITE GOAL BY BENCH 3	155	155	155



	BENCH 1	BENCH 2	BENCH 3
2010/2011 COMPOSITE	117	135.5	158
2011/2012 COMPOSITE	114	87	
COMPOSITE GOAL BY BENCH 3	155	155	155

in small groups. This was done three times a week from January - May 2012.



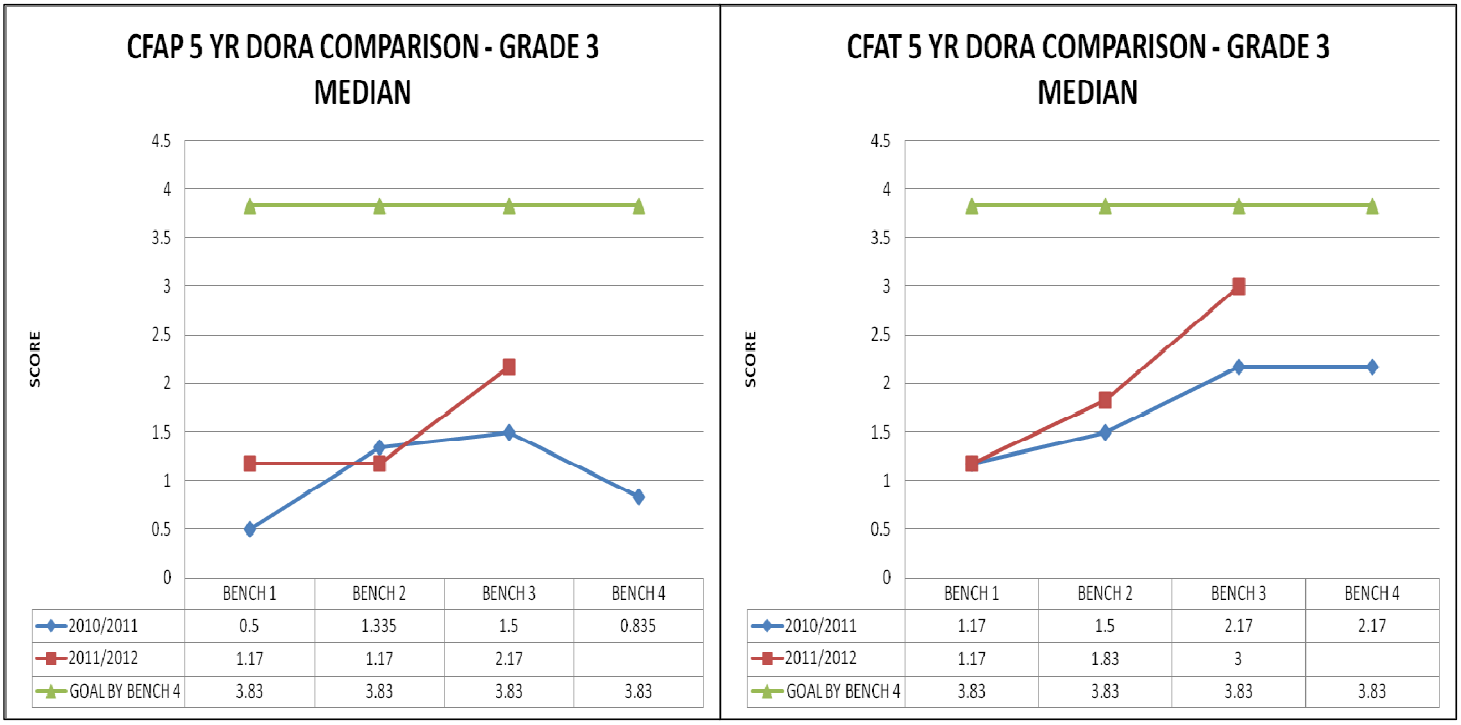


The 5th grade graphs for Phoenix represent closer goal performance for the 2012-2011 school year. Students are on track for meeting the Composite Goal for the 2011-2012 school year. At Tempe, the assessments were conducted, although the data was never input. Progress is slow at Tempe but we are confident they too will be able to meet the goal.

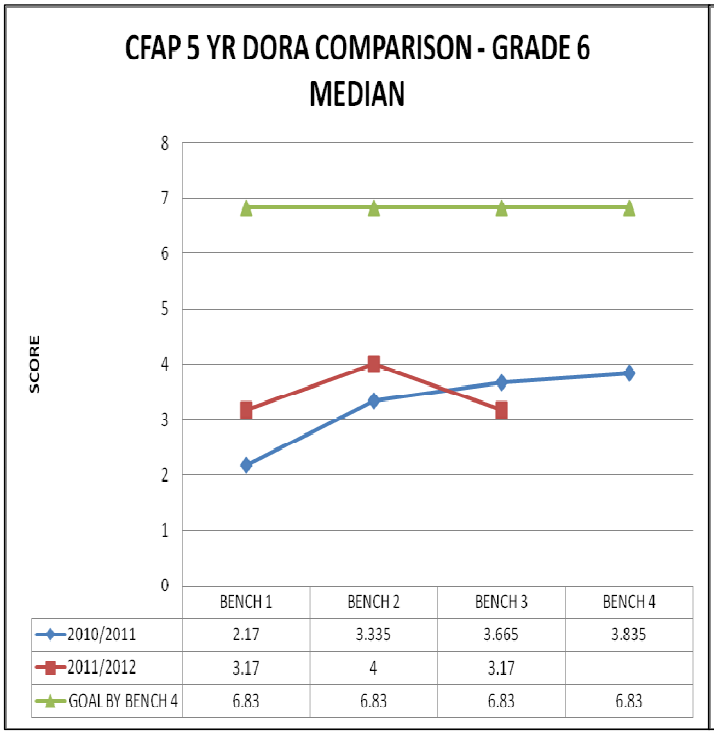
DORA

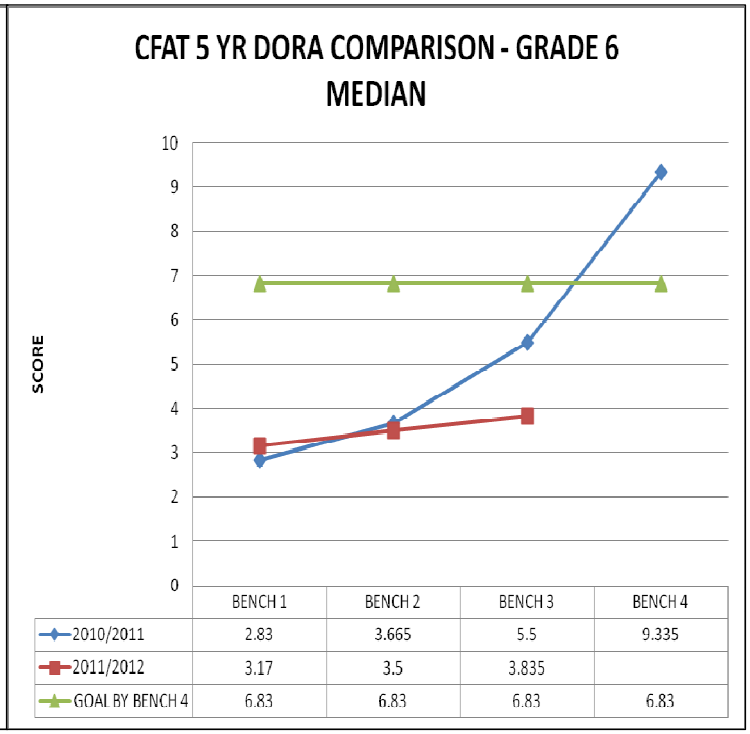
Diagnostic Online Reading Assessment (DORA) is a K-12 measure that provides objective, individualized assessment data across eight reading measures that together profile each student's reading abilities and prescribe individual learning paths. DORA has been utilized in all Sequoia Schools since 2010. DORA is a beneficial assessment tool, because unlike AIMS or FAST Math, it measures students current level of performance rather than their skill with regard to grade level content. This is important to note when planning and instructing students who are significantly delayed and far below grade level, such as with the populations at CFA Phoenix and Tempe.

Discussions with regard to the 4th benchmark have taken place recently at the organization



level. As this is administered at the very end of the school year, there is some concern that students are not taking this seriously. This could be the explanation of the decline in performance at Phoenix during the 2010-2011 school year as well as the stagnant performance at Tempe. The data for the 2011 - 2012 school year indicates progress. One notable improvement should be highlighted with regard to this data. The third administration of this benchmark occurred in March 2012. This was two months into the implementation of the Intervention program. The data illustrates that students made on average, one year's growth during this period.





This data illustrates the significant gap in learning as it is enlarged from 3rd to 6th grades. Students in 3rd grade illustrated approximately a 2 year deficit with reading to their median reading levels. This gap increases by an entire year by 6th grade in both schools. The need for a focused and directed plan is necessary to impact progress with regard to reading at both locations.

In 2010 - 2011, the superintendent conducted a comparison of DORA reading comprehension scores for students at CFA Phoenix. This assessment was administered in line with district requirements - four times a year, yet the data reflects a comparison between the 1st and 4th benchmark scores for reading comprehension, and ultimately, illustrates the amount of growth or improvement each student made during the course of the school year.

To help better understand the data included use the following as reference:

- A child at 3.9 means he/she tested at the 3rd grade, ninth month.
- If a student has an improvement of 1.2, this means the child improved 1 year and 2 months with regard to their reading comprehension.

Summary of Results

Teacher	Grade	Number of Students	Average Improvement

1	3	16	1.2
2	3	14	0.86
3	4	18	1.86
4	5	21	1.03
5	6	20	1.14
6	7	23	1.55
7	8	23	1.24
Total Students		135	1.28
AVERAGE GAIN IN READING COMPREHENSION			**1.28 SCHOOL WIDE**

A detailed breakdown by classroom is available by request.

PROFESSIONAL DEVELOPMENT

Up until the 2011-2012 school year, professional development has been the sole responsibility of the each individual school with the exception of the Instructional Support Group. This group of master level teachers, are employed at the organizational level and provide training and support to teachers and schools. This group is responsive to the needs of the site administrators and have delivered a variety of professional development opportunities since its inception in the 2009-2010 school year.

Toward the end of the 2010-2011 school year, organization administration reviewed data and determined that more focused professional development was needed. It was not only academic performance data that was reviewed, but also evaluation data. During the 2010-2011 school year, a formalized evaluation rubric was implemented and utilized by site administrators. This tool allowed for more constructive dialogue between administrator and teacher. It also enabled teachers to see what a master level teacher means in a variety of categories: Planning and Preparation, Assessment of Instruction, Learning Environment, Instruction and Professional Responsibilities. The standardization of an evaluation tool, helped to provide focus and direction to the professional development needs of the instructional staff.

In Spring 2011 a Director of Professional Development was hired. This individual's responsibilities included: collecting data from site administrators on professional development needs evidenced in staff evaluations as well as to construct and train professional development coaches in establishing organization wide Professional Learning Communities. The organization embedded 6 professional development days in the 2011-2012 school year to address the needs of the teaching staff. The following topics were addressed in 2011-2012 professional development

days: curriculum maps, start of the year procedures, using benchmark data, increasing the rigor in mathematics, explicit vocabulary strategies, and vertical dialogues. Each session's foundation was on horizontal discussions that focused on improving student achievement at each site. This was the first time in the history of the organization that ALL staff came together. The impact was profound and it is the intention of the organization to continue with these professional development days in the upcoming school year.

At the conclusion of the 2011-2012 school year, all instructional staff participated in a survey sponsored by ADE entitled the Standards Assessment Inventory. This survey asked teachers to reflect on their professional development needs and aspirations. Data from this survey will be available during summer 2012 and will be utilized to structure professional development days both at the organization and site levels.

Detailed description of the current professional development needs and plans is outlined in the next section.

CHILDREN FIRST ACADEMIES - PLANS FOR THE FUTURE
(Aligned with the PMP templates for Reading and Mathematics)

The transformation that has been started at both Children First Academies has only just begun. Outlined in the PMP templates for Reading and Mathematics are clearly defined action items and expected outcomes. This section will provide the rationale for inclusion of these action items.

Strategy IA: Reviewing and Revising curriculum maps for reading and mathematics to ensure alignment to common core standards. (Reading and Mathematics)

At the start of the 2011-2012 school year, the organization began addressing the transition to common core. Under the direction of the Instructional Support Team, grade level teachers were pulled together to unwrap the standards in mathematics (Kinder - 6th) and reading (Kinder - 2nd). This activity has resulted in a revised FAST Math Scope and Sequence for grades Kinder - 2nd that was implemented during this school year. The final revisions for grades 3rd - 6th will be finalized over the summer and provided to teachers at the start of the 2012-2013 school year. With regard to reading, a organization curriculum guide was established. This curriculum guide will be used as the foundation for creating revised reading curriculum maps. These guides and

the scope and sequence documents ensure that all teachers will cover the common core standards in their curriculum maps and their subsequent daily instruction.

The real "power" of this project comes from the constructive dialogue that is a result of delving deep into the standards. Many teachers have already expressed a stronger understanding of the standards. The impact will also be evidenced in daily instruction as all teachers throughout the organization will be developing their maps from these documents.

Also aligned to this strategy are following outlined action items on the PMP's:

Strategy IID: Administrator review bi-monthly of curriculum maps during classroom visits to ensure effective use of maps and implementation of standards. (Reading and Mathematics)

A directive or expectation is only effective if follow up is embedded. By having administrators document classroom visitation and review of the curriculum maps, staff will have more accountability to utilize these documents daily.

Strategy IVB: Professional Development focusing on how to aligned textbooks and other curricular materials to curriculum maps. (Reading and Mathematics)

Strategy IVD: Implement on-going training program for staff on how to use curriculum maps on a day to day basis. (Reading and Mathematics)

It is imperative to provide training and support to teachers as they are constructing their maps to help ensure that they are using the curriculum maps to guide their instruction rather than a textbook or other curricular materials. This training will show teachers how to use the textbook as a resource rather than as the sole foundation of instruction.

On-going and continued training and development is necessary to support teachers in effectively using their curriculum maps on a continuous basis. Highlighting how the maps will be modified based on data will be the focus of this training.

Strategy IB: Purchase necessary curriculum that meets the needs of students and is aligned to the common core standards. (Reading and Mathematics)

Strategy IVC: Professional development on new curricular resources. (Reading and Mathematics)

Consistency in the use of instructional materials is a vital component to student success. In having a common resource, teachers can plan instruction collaboratively with peers, brainstorm interventions and modifications and establish common vocabulary with regard to content. While

the schools and organization have purchased some materials in the past, formalizing this process, providing training on how to select resources and training on how to use the materials is imperative if they are to be used consistently and effectively.

When selecting an appropriate resource for this population, it will be important to find alternatives that offers a variety of intervention resources to support students who are not making progress, or are below grade level. Additionally, a focus on basic skill development is a must, as many of our students are lacking in their area.

Professional development is important not just for purposes of using these resources, but on-going development of effective and meaningful implementation as well.

The Phoenix campus has already undergone this process for Mathematics, but will need to research and locate an appropriate resource for Reading instruction. The Tempe campus will begin this task during the 2012-2013 school year.

Strategy IC (M) ID (R): Continue to implement all RtI tiered levels of intervention and support. (Reading and Mathematics)

Strategy IC (R): Purchase and continue to implementation of Imagine Learning, an individualized reading program for ELL and SPED students. (Reading)

Strategy IF (M) IG (R): Intervention periods three times a week. (Reading and Mathematics)

Strategy IIIC: IEP/RtI team meetings to monitor student placement and academic progress. (Reading and Mathematics)

Strategy IVE: Professional development on the implementation of RtI. (Reading and Mathematics)

RtI, Response to Intervention, is a mandated approach to assisting students to be academically and behaviorally successful. By utilizing data on a continuous basis to identify students who are struggling, additional support and assistance can and will be provided to ensure student success.

The use of interventionists at each location will help formalize this process and coach teachers in using appropriate techniques and methods to modify and accommodate instruction for struggling students. Data is a vital component of this process and therefore use of this model will provide clear documentation of student performance. This data driven approach will also help in identifying students who require specialized instruction through special education services.

Included in this is the creation of an intervention program three days a week focusing on both reading and mathematics skills and content. By identifying students who are not performing, teachers working with students in small focused groups, can directly address deficiencies and gaps in learning. For purposes of intervention periods, students will be grouped according to skill deficiencies rather than current grade levels.

Professional development for all staff members is necessary to train and support teachers in not only making these modifications and accommodations, but formalizing the process and procedures outlined in the RtI model.

The use of a modified program for SPED and ELL students will help increase student performance in reading.

Strategy ID (M) IE (R): Establish uninterrupted blocks of instructional time. (Reading and Mathematics)

Strategy IVM: Provide instructional coaching in K-2 effective instruction. (Reading and Mathematics)

Uninterrupted blocks of instructional time for reading and mathematics are vital to the success of students. Additionally, it creates a culture of importance and value on instruction throughout the school and among teachers and students. This time will be established by grade level or grade level groups and built into the master schedule at each school so all staff are aware and adhere to these periods of uninterrupted instruction.

Once established, these blocks of instruction will assist coaches/consultants in working with staff on defined needs with regard to instructional delivery, data collection and modeling. The use of the consultants will only be for the 2012-2013 school year, as the support will be embedded in the school culture and throughout the teaching staff. The academic interventionists at each school will be responsible for coming to support staff during the 2013-2014 and 2014-2015 school years.

Strategy IE (M) IF (R): Establish site based professional learning communities. (Reading and Mathematics)

Strategy IIE: Common planning periods to facilitate PLC meetings. (Reading and Mathematics)

Strategy IVF: Professional development on site based PLC implementation. (Reading and Mathematics)

Professional learning communities provide teachers with the means to establish essential learning outcomes by grade level, common formative assessments to measure student progress, the ability to intervene when students are not achieving and the opportunity to work collaboratively with peers. PLC's break down the notation that "my classroom is my kingdom and in it, I rule".

Common planning periods are a vital part to enabling teachers this time to collaborate. By adding additional special area positions, we allow teachers to have common prep time. This time will be utilized to accomplish the tasks outlined above. In addition, it will give underprivileged students exposure to art and music, which they may otherwise not have opportunities to participate in.

During the 2011-2012 school year, the organization had all site administrators attend a PLC conference to ensure common understanding of what PLC's were and how to implement them at their respective sites. Continued training and resources are needed to continue this process.

Strategy IIA: Sequoia Schools Teacher Evaluation System. (Reading and Mathematics)

Strategy IIB: Peer review and self-evaluation by each teacher using the Sequoia Supervision and Evaluation for Teaching Effectiveness. (Reading and Mathematics)

Strategy IIC: Structured Teacher Lesson Plans. (Reading and Mathematics)

Strategy IVI: Training on Differentiated Instruction. (Reading and Mathematics)

Strategy IVL: Training on explicit and research-based vocabulary strategies to enhance student achievement. (Reading and Mathematics)

In 2009-2010, the organization formalized a teacher evaluation rubric. This common observation/evaluation system has helped to identify teacher strengths, professional development needs and overall school effectiveness. Continued use of this system will strengthen teacher performance and student achievement.

In reviewing the evaluation data, it is clear that we have some "shining stars" in our organization. One proven and effective method of coaching is to have teachers participate in peer review/observations. This will help struggling teachers refine their process and add an additional layer of support for them as they continue to refine their craft.

Self-evaluations of formal observations were implemented a few sites this year. The ability to accurately self-reflect on one's performance is a key to continuous improvement. The site

administrator and teacher then collaborate on the final evaluation. This reflection is key to teacher and administrator being able to work together to increase proficiency.

Effective planning and preparation on vital. In establishing a structured teacher lesson plan format that can be utilized on a daily basis, teachers ensure that content is covered and processes are embedded to monitor student achievement. This also allows the administrator to be able to quickly visually see where the teacher is and how instruction is tied to lesson plans and the state standards. The following components are required in each teacher's daily lesson plans for all content area instruction: Objective, Type of Lesson, Activity, Vocabulary, Differentiation, Assessment, Student Performance Outcomes.

Teacher evaluation data has evidenced two distinct professional development needs throughout the organization, and specifically these two schools: Differentiated Instruction and Vocabulary instruction. During one of our professional development days this year, we introduced Marzaon's "Building Academic Vocabulary". This research-based approach to vocabulary instruction will greatly enhance instruction and student performance. Additionally, understanding our student population, it is even more imperative that a focus approach to vocabulary instruction be employed in our classrooms. Additional professional development and administrator follow up will ensure that all classrooms are utilizing this process in the upcoming school years. A disaggregation of DORA data is already demonstrating an improvement in word recognition.

Finally, understanding we have a range of student abilities in each classroom dictates the needs to provide differentiated instruction in the classrooms. Based on classroom observations and evaluation data, it is evident that teachers need additional support in structuring lessons with differentiated plans for students. Training will take place and continued to be developed throughout the course of the next year. It is the expectation that for reading and mathematics instruction a whole group lesson will be presented and then based on student performance, students will be grouped according to need and instruction tailored to these needs. This will ensure instruction is meaningful and relevant and ultimately increase student performance.

Strategy IIIA: Diagnostic On-Line Mathematics and Reading Assessments - DOMA/DORA. (Reading and Mathematics)

Statement and Data Tables by our Data Analyst on AIMS:

The AIMS is designed to measure a student's success with their specific grade level standards. However, if a student is academically growing but not yet at grade-level there comes into question whether their scores are a valid measure of their performance and growth? And further, if a school is comprised almost entirely of students in the lower tail (More than 1 Standard

Deviation or more from the Mean of the normal distribution), is comparing them to normally distributed schools an accurate form of assessment?

CFAP and CFAT serve students that are often members of multiple "of interest" demographic groups: Low SES, Migrant, ELL, Black, Hispanic, etc. Combine that with being homeless and how this unaccounted for characteristic contributes to erratic yearly attendance and intermittent lifelong attendance. We find that most of our students are not at grade level, not because of instruction but because of the compounded nature of these life-situation factors.

Below are data tables that compare CFAP and CFAT to the AIMS technical manual demographics and corresponding means and standard deviations. It also notes what percentage of each schools population falls within each of the portions of the normal distribution.

We further note the actual growth happening at CFAP and CFAT that parallels the growth we see across our district LEA's . While growth is similar the average starting spot at CFAP and CFAT is drastically lower. We looked at growth only for those students who began and ended the year with our schools.

We then correlated our growth measures with the AIMS Student Growth Percentile for Full Academic Year Students (SGP_FAY) and have included these results: FAST Math and DORA Correlation Comparison to SGP_FAY.xls.

The MATH correlations show some relationship on every level of the "normal" all school group but sporadic relationships for CFAP and CFAT. This is most likely due to the fact that our FAST Math assessment process, like AIMS, is very criterion/standards based in nature. The READ data is interesting because the DORA test is a diagnostic placement or leveling normed assessment that finds a student's grade equivalency or attainment level at each administration. There are no consistent correlations found for this data with either population.

Is this diagnostic process, a missing factor in current AIMS evaluation, a tool that would be significant in the evaluation of students in the tails. Where did a student start at the beginning of the year and to what point have they advanced? Has there been a year's worth of growth attained by the student? Is test anxiety or guessing a larger issue when these students are confronted with test items based on standards that are more advanced that their attainment level? How do schools that have exclusive populations of the lower tail students, by design, ever hope to achieve the standards based upon the norms?

FAST Math GROWTH CORRELATION to MATH AIMS SGP_FAY

Students took Both Bench 1 & 4 within the 2010/2011 Year & had an AIMS SGP_FAY

	All Edkey and Choice Ed and Development CHARTERS w/o CFA's				CFA's only		
	Pearson	Sample Size	Confidence Interval (2-tailed)		Pearson	Sample Size	Confidence Interval (2-tailed)
Grade 3	.255*	n=129	0.010	**Grade 3**	.422**	n=46	0.003
Grade 4	.359**	n=133	0.000	**Grade 4**	.438*	n=24	0.032
Grade 5	.231**	n=147	0.005	**Grade 5**	-0.006	n=34	0.972
Grade 6	.258**	n=177	0.001	**Grade 6**	.568**	n=27	0.002
Grade 7	.288**	n=180	0.000	**Grade 7**	0.229	n=29	0.231
Grade 8	.278**	n=178	0.000	**Grade 8**	0.014	n=9	0.971

DORA GROWTH CORRELATION to READ AIMS SGP_FAY

Students took Both Bench 1 & 4 within the 2010/2011 Year & had an AIMS SGP_FAY

	All Edkey and Choice Ed and Development CHARTERS w/o CFA's				CFA's only		
	Pearson	Sample Size	Confidence Interval (2-tailed)		Pearson	Sample Size	Confidence Interval (2-tailed)
Grade 3	.191*	n=111	0.045	**Grade 3**	-0.31	n=37	0.062
Grade 4	.324**	n=112	0	**Grade 4**	.494*	n=25	0.012
Grade 5	0.147	n=110	0.126	**Grade 5**	-0.086	n=27	0.67
Grade 6	0.112	n=121	0.221	**Grade 6**	0.204	n=25	0.328
Grade 7	0.187*	n=157	0.019	**Grade 7**	-0.153	n=22	0.496
Grade 8	-0.039	n=113	-0.039	**Grade 8**		No Valid Cases	

Based on this information, we believe using the DORA and DOMA assessments will better illustrate student growth for our unique populations at both Phoenix and Tempe campuses.

Strategy IIIB: Power School documentation of student progress and data. (Reading and Mathematics)

Strategy IIID: Mailing benchmark data, grades and AIMS to parents. (Reading and Mathematics)

Strategy IVG: Training staff on how to involve parents and inform them of instructional progress. (Reading and Mathematics)

Power School provides a venue for teachers and parents to communicate about student progress. It also provides a consistent system for maintaining documentation both academic and behavioral. Unfortunately, despite the fact that we offer computer access to families, many do not have the ability to utilize this system as they do not have computers in their homes. By working to ensure information is up to date, more frequent reports can be generated and sent home. This will help empower parents to become actively involved in their child's education.

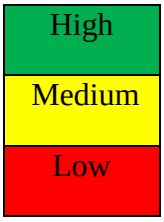
The staff will need assistance in finding the appropriate ways to collaborate with parents. This on-going training and support will be provided by site administration. Parent nights will always have an academic focus to them to help parents understand their role in the school environment.

Strategy IIIE: Teacher and Student Data Folder, Classroom Data Displays. (Reading and Mathematics)

Strategy IIIF: School Wide Data Meetings; Bi-monthly with Site Administrator. (Reading and Mathematics

Strategy IVJ: Training of all staff on the use of academic data. (Reading and Mathematics)

Data drives instruction. That is a very common phrase in education, but it is a concept that needs to be developed, modeled and continuously reinforced in order to be put effectively into action. Staff at both sites, need to be shown how data is used to modify instruction on their curriculum maps and in their daily lesson plans. Once this common understanding is established, site administrators will begin highlighting the concepts of students keeping and maintaining data folders on their progress. Teachers will be required to show daily how data is utilized in planning of instruction based on a model outlined below:



Teachers will document in their lesson plans (for purposes of differentiation) which students fall into these categories for each lesson. Data will be the foundation that provides this guidance to the teachers. In addition, teachers will post class data in their rooms and monitor progress with their class on all benchmark assessments.

Site administration will hold data meetings twice a month to discuss not only the data, but instructional plans related to the data as well. These meetings will allow site administrators to

gain confidence in the teaching staff that change and progress are being made. It will also help to establish a culture of high expectations throughout the school.

The organization is committed to supporting these schools understand the relevance and impact data has on their performance, and helping them to increase student achievement. The data in the previous section demands that this happen if change is going to be evident.

Strategy IVA: All staff will develop professional development plans. (Reading and Mathematics)

Teachers and staff are learners as well. We never reach the pinnacle of our learning. Therefore, all teachers and staff will be asked to put together a professional development plan for continued development. These plans will outline the following areas:

- Mission Statement - A statement of the teacher's educational ideas and philosophies
- Professional Goals:
    - Student achievement, Curriculum, Parental Communication, Discipline
    - Self-Actualization - a professional goal related to something the teacher wants to accomplish within the upcoming school year.
- Learning Opportunities - teachers will reflect on what professional development and support is needed to accomplish their goals in each area.

These will be developed at the start of the school year. Administrators will review these and work to support teachers in reaching their defined goals. These goals will also be a contributing factor to teacher's 301 incentive pay for the 2012-2013 school year.

Strategy IVH: Training and development on effectively educating ELL students. (Reading and Mathematics)

With larger populations of ELL students, focused and direct training for all staff is necessary to ensure effective instruction and compliance. Instructional strategies that are research-based are evidenced to increase student achievement. These strategies though, are at the core, just effective instructional strategies. Training and support will help all students, including those who second language is English.

Strategy IVK: Training on technology integration to support student achievement. (Reading and Mathematics)

In today's society we would be remiss if we did not utilize technology in our classrooms. Currently the Tempe campus has interactive whiteboards in almost all their classrooms. At the Phoenix location, we are working to bring more interactive whiteboards into the school through grants and donations. There are currently 3 at this site.

The use of technology in instruction provides another modality that can help students access learning. The inclusion of technology will enhance student achievement but we must train teachers to use these tools with as much commitment and dedication as teacher use textbooks.

Strategy IVN: Administrator training to enhance instructional leadership. (Reading and Mathematics)

The site administrator must be an instructional leader. As both administrators are new to administration the supervising assistant superintendents are responsible for coaching and mentoring these new principals. Monthly meetings will be held to train administrators and on-going guidance will be provided. Additional trainings and book studies will be implemented to enhance the effectiveness of these administrators so they can help their staff's focus on high expectations and increased student achievement.