Academic Systems Plan (ASP) Template

Applicant Name: **Estrella Educational Foundation—Maricopa Institute of Technology**

Duration of the Plan: Begins July 1 and continues for two years

Applicant does not edit sections in grey

Measure	Metric	Expected/Predicted Baseline Based on Enrollment of Target Population		Annual Target For The Plan
		Math	Reading	
State standardized assessment data (school average) for target population	Percent (%) of target students who currently score proficient on the State standardized assessment	54	65	Meet or demonstrate sufficient progress toward the Academic Performance Expectations as set and modified periodically by the Board
	Average current target student growth percentile (SGP) on the State standardized assessment.	47	52	

Narrative for setting baseline figures

The vision of Maricopa Institute of Technology (MIT) is to provide a Science, Technology, Engineering, and Mathematics (STEM) College Preparatory program to students in the Riverside School District #2 and surrounding elementary school districts. MIT will begin its first year serving only 9th grade students. The predicted baseline for percent of students scoring proficient on the Arizona standardized assessments was calculated by using an average of the five middle schools AIMS pass rates. As a result, the MIT Administrative team has identified a baseline for student performance from which annual goals and a process to evaluate the effectiveness of the plan will be set.

MIT used data provided online by the Arizona Department of Education for the eighth grade chart below (A.2.5). The baseline data for the reading and math were calculated by using an average of the AIMS reading and math pass rates for Kings Ridge (Riverside Elementary School District #2) and the surrounding school districts listed on the chart below. Therefore, the administrative team set as a baseline the level of 54% proficiency for math and 65% for reading.

The average median Student Growth Percentile (SGP) on AIMS Math and Reading in the five schools are included in the chart below. The SGP was calculated by averaging the median SGPs on AIMS Reading and Math, resulting in a baseline SGP level of 47 for math and 52 for reading.

	District	8th grade Math Prof./SGP	8th grade Reading Prof./SGP	8th grade Science Proficiency	All students Writing Proficiency	Grade
Rogers Ranch	Laveen	49%/ 63	73%/ 60	55%	43%	B
Western Valley	Fowler	44%/ 39	56%/ 46	42%	39%	C
Alfred Garcia	Murphy	57%/ 47	61%/ 53	37%	32%	C
Riverbend Prep	Charter	45%/ 33	74%/ 51	38%	47%	C
Kings Ridge	Riverside	74%/ 53	62%/ 51	56%	37%	B
Averages		54%/ 47	65%/ 52	46%	40%	

Table A.2.5: Riverside Elementary School District No. 2 Surrounding Middle School Data-Eighth Grade

The academic systems plan (asp) developed by MIT provides the action steps for developing, implementing, supporting the rigorous high-quality academic program of curriculum, instruction, assessment, and professional development to ensure academic growth to be successful in a STEM college and career readiness program. MIT believes that by following the plan and focusing on a personalized plan for each student, student scores will meet the above targeted goals.

AREA I: Curriculum - The plan must provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system:

- *adoption of curriculum aligned to Arizona's College and Career Ready Standards;*
- *implementation of curriculum;*
- *evaluation of curriculum*
- *revision of curriculum; and*
  adaptations to address the curriculum needs of subgroup populations.

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Create clear and measurable	Standards aligned to: Arizona's College and Career Ready	Completed by the end of	Teachers supported by Headmaster	Complete standards for math, reading and writing standards	There is no additional cost; included in job

standards for math, reading, and writing standards.	Standards, National Standards, International Standards, Advanced Placement, where applicable. Standards will also be backwards aligned to the requirements of the ACT test.	professional development on July 15, 2016 and by the end of staff development each year thereafter.		for every grade level. All standards are based on Arizona College and Career Ready Standards for reading, writing, and math.	description and compensation of Teacher and Headmaster.
2. Develop course and school-wide yearlong curriculum scope and sequence documents for math, reading, and writing.	2a. Curriculum scope and sequence based on Arizona College & Career Readiness Standards and International Standards. Documents will list topic, skill sequence, and timeline. 2b. Use the scope and sequence guides to develop curriculum maps for courses to specify when content and standards will be taught.	2a. Completed by the end of professional development on July 15, 2016 and by the end of staff development each year thereafter.	Teachers supported by Headmaster	2a. Completed outlines of yearlong curriculum scope and sequence documents will include the topics/skills to be taught each month in each course. Copies will be kept in the Headmaster's office and on the MIT website. 2b. Completed curriculum maps for math, reading, and writing will specify the content and standards taught each month in each course. Copies will be kept in the Headmaster's office and on the MIT website.	There is no additional cost; included in job description and compensation of Teacher and Headmaster.
3. Develop rigorous, school-wide Reading and Writing curriculum map for each grade level	a. Curriculum Maps aligned to: Arizona's College and Career Ready Standards, National Standards, International Standards (where applicable), ACT/SAT and Advanced Placement ---Identify Reading	Completion of Curriculum Maps by July 15 by the end of staff development each year	Teachers supported by Headmaster	a. Curriculum Map for Reading and Writing standards/performance objectives for each grade level and implemented in all curricula.	There is no additional cost; included in job description and compensation of Teacher and Headmaster.

	and Writing standards/performance objectives for each grade level to be implemented in all curricula.	thereafter.		b. Three benchmark assessments and student outcomes.	
4. Align online program for the support of math, reading, and writing instruction on curriculum maps	Purchase Online Program to support the written curriculum maps for each course. The online program will support student learning. Pacing guides reflect use of online support materials.	Purchase program by May 2016. Review needs for continued alignments on a quarterly basis.	Headmaster Teachers Office Manager	Documentation of purchase and date made available for July 5-15 Professional Development. Pacing guides with online program used as a resource for standard/objective.	Purchase of online program with resources $42,000
5. Develop high-quality units and lessons to demonstrate learning of content	Lesson Plans include: Standard No. and Description, Objective, Materials/ Resources needed Instructional framework for developing units and lesson plans: Objective, Activation of Prior Knowledge, Key Points, Intro to new material-Modeling, Guided Practice, Independent Practice, and Assessment All courses will use the online learning to support, re-teach, or accelerate learning in the classroom. All units will incorporate communication skills, innovation, critical thinking, problem solving, and collaboration strategies into units and lessons.	Completed Lesson Plans by the end of professional development on July 15, 2016 and submitted weekly thereafter. Quarterly and Semester reviews using student outcomes documented at the end of each quarter and semester.	Teachers supported by Headmaster	All units and lessons located on the shared drive – for the Headmaster to provide feedback quarterly Quarterly-Teacher self-reflection data submitted to Headmaster Peer Collaboration documented in agendas and Friday meetings submitted to Headmaster All lesson plans are submitted to the Headmaster the week before the lesson is taught for weekly feedback. Student outcomes monitored on a weekly basis by teacher	There is no additional cost; included in job description and compensation of Teacher and Headmaster.

	The online curriculum tracker will be used to ensure standards that need to be mastered are addressed multiple times during the school year. Implementation of high quality units and lessons- Teachers will use self-reflection, peer collaboration, student outcomes to evaluate needed changes or additions to instruction, pacing, resources, etc.			and administration. Online curriculum tracker reports document tracking of standards and objectives reviewed each quarter and saved for viewing online with teachers.	
6. Align curricular materials for the effective delivery of the MIT scope and sequence documents and curriculum maps.	Curricular materials aligned to curriculum maps for each course.	Completed by the end of professional development on July 15, 2016 and by the end of staff development each year thereafter.	Teacher recommendations supported by the Headmaster	Aligned curricular materials included in the curriculum maps. Copies available in the Headmaster's office and MIT's website.	Curriculum and Resource Materials and Instructional Consumables are teacher-created or free, open-source, and online through the use of the online learning program. There is no additional cost; included in job description and compensation of Teacher and Headmaster.
7. Hire Highly Qualified Teachers, Office Manager	Place Ads and attend job fairs in and out of state. Staff are philosophically aligned with school's educational philosophy, understanding of the Arizona College & Career Ready	Begin in February 2016-July of 2016 if needed. All teachers will be hired by July 5, the	Headmaster	Job Descriptions approved by the board. All hiring paperwork, education background, references from previous jobs, previous evaluations, community participation, professional dress, and	$5,000 to place ads and attend job fairs There is no additional cost, it is in the job description and compensation of the Headmaster.

	Standards for their subject area and reading & writing, will participate in professional development, action learning and ongoing collaboration, strong work ethic.	first day of professional development for 2016-17 school year and by the first day of staff development each year thereafter.		certification completed. All interview notes, drug test, and final employment agreement will be included in paperwork. Highly Qualified Attestation forms complete. Copies are on file in Headmaster's office	
8. Enhance and enrich Tier 1 instruction through Response To Intervention (RTI)	Completed RTI implementation Model: Foundations of Tier 1 is Standards-high value standards identified, Effective Practices, and Data Classroom Tiers created by teachers in Tier 1 courses based on data. Review curriculum maps and lesson plans to include differentiation of Instruction. Students identified for re-teaching or accelerated learning in lesson plan with online curriculum used to reteach for students who need additional help with high value standards, or accelerate learning for proficient students Online learning incorporated into lesson plans to meet the needs of students who need	Professional Development calendar completed by June 30th, 2016 and by June 30th each year thereafter. July 6 Professional Development of RTI Model Friday Lesson Planning PD 8/26 9/23 12/2 2/17 4/21 Year one PD for RTI beginning the first week of Staff	Teachers supported by Headmaster	Curriculum map has high value standards identified. Differentiation of instruction planned to support RTI needs in unit and lesson plans. Classroom Tiers submitted to Headmaster with documentation of RTI for students	There is no additional cost; included in job description and compensation of Teacher and Headmaster.

	re-teaching or acceleration of curriculum	Development and developed in June for the following school year thereafter.			
9. Create a Review Process and identify committee members to annually review, evaluate, and recommend revisions to MIT's written and adopted curriculum.	Create application materials and process.	Final evaluation of written and adopted curriculum by May 31, 2017 and annually by May 31 thereafter.	Headmaster	Document application materials and process for selecting committee members to serve on the committee and final evaluation process.	There is no additional cost; included in job description and compensation of Teacher and Headmaster.
10. Develop process to annually review, evaluate, and recommend revisions to the curriculum map.	Review, evaluate the effectiveness, and make revisions to MIT's written and adopted curriculum including lesson plans, teacher created-materials, other resources, and assessments and alignment to AZ College & Career Ready, national & international standards (if applicable) for reading, writing, and math.	Curriculum Maps reviewed at the end of each quarter in year one and at the end of each quarter thereafter. Final evaluation by May 31, 2017 and annually by May 31 each year thereafter.	Headmaster and the Curriculum Review Committee members	Teachers submit evaluation of curriculum map and student achievement at the end of each quarter to the Headmaster. Committee member agenda and minutes, documented revisions for materials and resources, assessment, etc. to MIT's written and adopted curriculum	There is no additional cost; included in job description and compensation of Teachers and Headmaster.
11. Evaluate the	Evaluation is based on Student	End of school	Headmaster and	Documentation with agenda	There is no cost; this

effectiveness of written and adopted curriculum	achievement from benchmarks, midterms, summative for school-wide and course assessments Student Grades, attendance, tutoring logs, Student Goals Analysis of data to identify strengths and weakness of the curriculum.	year after all summative data is analyzed Evaluation of Curriculum by May 31, 2017 in year one and by May 31 each year thereafter	Committee	and minutes of school team meeting regarding curriculum, benchmark & quarterly summative assessment data at the end of each block. Additions, changes, or adjustments made will be documented and made to meet student needs.	action step is part of the job description and compensation of the Headmaster and Teachers.

AREA II: Assessment – The plan must provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance:

- *data collection from multiple assessments based on clearly defined performance measures aligned with the curriculum and instructional methodology, such as formative and summative assessments and common/benchmark assessments;*
- *adaptation to address the assessment needs of subgroup populations;*
- *analysis of assessment data to evaluate instructional and curricular effectiveness and to make adjustments in a timely manner; and*
- *data collection and analysis during the school year that will allow valid and reliable comparisons of student growth and proficiency from year to year.*

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Administer multiple diagnostic assessments to monitor progress towards college and career readiness and performance on the ACT.	Quarterly common pre and post assessments aligned to Arizona's College and Career Ready Standards, National Standards, International Standards. ACT Aspire testing assessment to determine how students compare nationally and to establish a baseline to schedule classes and measure longitudinal growth.	Quarterly common Pre and Post assessments during the first week of the quarter and the last week of the quarter, and each quarter thereafter. ACT Aspire as part of	Teachers and Headmaster	Copy of testing schedule and procedures. Copy of test results.	There is no additional cost for the quarterly assessments as they are included in the job description of the teachers. ACT Aspire – cost per 10$ per student $1,500 for year 1 $3,000 for year 2

		the enrollment process and annually thereafter.			Included in AIS contracted services. There is no additional cost for the Headmaster as it is part of the job description.
2. Use formative assessments aligned to Arizona College and Career Ready and International Standards.	Use formative assessments to include teacher classroom performance checks and online learning assignments to track student performance in Reading, Writing, and Math Standards. The formative assessments are aligned to Arizona College and Career Ready and International standards. Hold weekly assessment meetings to analyze classroom data in the technology platform. Teachers will differentiate instruction to meet student needs: Re-teaching standards or accelerate students proficient in the standard with problem based collaborative learning assignments and research opportunities.	Weekly during the school year and weekly during the school year thereafter.	Teachers	Teachers will post grades on PEAK, online technology platform, and available for parents, students, and administration Classroom observations formal and informal will document use of formative assessment strategies. Teachers will submit the agenda and minutes of their assessment meetings to the Headmaster. The Headmaster will review lesson plans and the minutes for assessment meetings. Lesson plans will reflect adjustments to instruction.	There is no additional cost; included in job description and compensation of Teachers.
3. Administer common benchmark assessments for Reading, Writing, and Math.	Administer Common benchmark assessments aligned to Arizona College & Career Ready Standards and International Standards in Reading, Writing, and Math.	Benchmarks given: 1 on 8/3-5 2 on 11/2-4 3 on 4/26-28 and three times a year thereafter.	Teachers	Benchmark testing schedule on school calendar.	There is no additional cost; included in job description and compensation of teachers.
4. Conduct data	Collaborative teams and the	Completed	Teacher and	Teacher progress on goals to	There is no additional

analysis meetings between the collaborative teams and the Headmaster.	Headmaster will analyze student performance on the quarterly pre and post-test course assessments, formative, and ACT benchmark assessments. Teachers will present their folio with student data and create action plans according to the results of the Data Analysis.	at the end of each quarter and quarterly thereafter.	Headmaster	improve student achievement submitted to the Headmaster. Lesson plans will reflect	cost. This is part of the job description and compensation of the teachers and the Headmaster.
5. Create and update grade-level excel spreadsheets of documentation for results of student reading, writing, and math proficiency with individual student assessment results for multiple assessments.	Results of diagnostic assessment data on spreadsheet. Benchmark assessment data. Organize data compilation reports efficiently organized, readily accessible, and timely for review towards goals. Student academic achievement data shared with teachers, administration, student and parents.	Begin with Diagnostic and Updated after each quarterly common assessment and Benchmarks for Quarterly Review	Students and Teachers	Student Personalized Education Plan (PEP) updated regularly. Administration and teachers meet with students during advisory period. Students will share their PEP with their parents during student led conferences. Students work on their presentation to parents.	There is no additional cost. This is part of the job description and compensation of teachers.
6. Use Data Tracking Platform	PEAK, online technology platform, will aggregate, disaggregate data, and analyze data available for each student. The system will assist teachers and administration in identifying student instructional needs to meet standards, or school-wide needs for additional or different instruction. The technology platform, PEAK, will also be available to share with students and parents. School-wide data results can also be shared with Governing Board Members.	Quarterly and Quarterly thereafter.	All staff have access to the online technology platform. Monthly Governing Board meetings	Student and parents have ongoing access to data. School-wide data reports will be generated at the end of each assessment cycle. Agenda and minutes of the meeting –Agenda item 1 is progress towards school-wide goad for reading, writing, and math. Academic Dashboard posted.	There is no additional cost. The technology platform is part of the purchase of the online learning program.

	Review progress towards goals for reading, writing, and math on a monthly basis. All student academic achievement shared and discussed with staff.				
7. Administer summative assessments	End of year final common assessment using the online program software, AZ MERIT, Advanced Placement Exams, PSAT, and ACT, Act Aspire	Course Finals at the end of second semester of each school year	Teachers	Copy of student test results. Copy of Testing schedule on school procedures.	ACT Aspire assessment cost to $10 per student, $1,500 first year and $3,000 in year 2. AP tests will cost $9,100 in year 2 and is included in the AIS: contracted services line item.
8. Evaluate summative Assessment System and make changes as necessary	Use of all summative assessment results: comparison of summative Analyze data by grade level, Title 1, Ell, SPED, etc. Development of a School Planning and Management team consisting of Teachers, Headmaster to evaluate the Assessment System.	Formal evaluation at the end of each school year by June 30th.	Headmaster	Revised Assessment System to monitor the integration of reading, writing, and math into instruction. School Planning and Management Team - Committee sign-in sheets.	There is no additional cost. This is part of the job description and compensation of the Headmaster.

AREA III: Monitoring Instruction – The plan must provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction:

- *monitoring the integration of Arizona's College and Career Ready Standards;*
- *evaluating instructional practices;*
- *evaluating instructional practices targeted to address the needs of subgroup populations; and*
- *providing analysis and feedback to further develop instructional quality and standards integration.*

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item

1. Create a staff handbook for Maricopa Institute of Technology (MIT).	Clear expectations for Lesson plans and instructional methods to deliver curriculum aligned to Arizona College and Career Ready Standards, National & International Standards for Reading, Writing, & Math. • Curriculum Plan • Assessment Calendar • Monitoring of Instruction Evaluation and Walk-through Calendar • Professional Development Calendar	Begin by January 1, 2016 and revised each year by March 31st as needed.	Headmaster	Staff Handbook with yearly revisions is available on school website and Headmaster's office. Yearly review with staff documented by agenda from summer professional development and sign-in sheets.	There is no additional cost. This is part of the job description and compensation of the Headmaster.
2. Create a formal teacher evaluation tool, and walk-thru Observation templates	Walk-thru Observation templates for School-wide goals to evaluate instructional practices to deliver the adopted curriculum and aligned to ACCRS, National, & International Standards for Reading, Writing, & Math. Teacher Evaluation Calendar for formal and informal Observations and the Teacher Evaluation Template	Begin by January 1, 2016 and revised each year by March 31st as needed.	Headmaster	Evaluation and observation templates are created and included in the Staff Handbook.	There is no additional cost. This is part of the job description and compensation of the Headmaster.
3. Provide curricular materials for Math, Reading and Writing Standards	Curricular materials for TIMMS, Trends in International Mathematics and Science Study — and PIRLS — Progress in International Reading Literacy Study, International and National Standards-based alignment to Arizona College and Career Ready Standards. These documents will be used create additions to	By the end of professional development, July 15, 2016 and by the end of the second week of staff development each year	Headmaster	Teachers have documents during summer professional development. Agenda and minutes of staff professional development include discussion, identification and additions to curricular materials.	There is no additional cost. This is part of the job description and compensation of the Headmaster.

	standards aligned curricular materials.	thereafter.			
4. Create and deliver Curriculum through Lesson Plans–for Reading Writing Math	TIMMS, Trends in International Mathematics and Science Study — and PIRLS — Progress in International Reading Literacy Study, International and National Standards aligned to Arizona College and Career Ready Standards for reading, writing, and math. Lesson plans available to Headmaster before delivery of instruction for feedback. Use informal and formal checks for understanding and blended learning assignments to track student performance of ACCRS on a daily basis. Documentation of addressing instructional needs of subgroups-Tier 2 and 3 students. Provide feedback to develop instructional quality and standards integration.	Weekly before delivery	Teachers	Copies of Lesson plans and feedback in working teacher file, include alignment to standards and available in classrooms. Informal and informal results in gradebooks, available for parents and administrators. Documentation of addressing needs of subgroups.	There is no additional cost. This is part of the job description and compensation of the Teachers.
5. Monitor School-wide goals in reading, writing and math and adjust instructional practice.	Implementation of rigorous reading and writing, and math goals in all courses. Weekly review of teacher's daily lesson plans and instructional units to ensure accurate implementation of Arizona's College and Career Ready Standards (ACCRS) into instruction and level of success for all students with the	Created first week of July In-service and by the first day of school annually thereafter.	Teachers and Headmaster	Testing Dates on school calendar Results of testing August 3-5 shared on August 19 Professional Development (PD), November 2-4 shared on November 18th PD, April 26-28 shared on May 18th PD Analyze data-evaluate scores to gauge student progress	There is no additional cost—part of FuelEd program. This is part of the job description and compensation of the Teachers and Headmaster.

	curriculum. Daily classroom observations will be used to verify instructional practices and provide targeted feedback to address the needs of students and ensure strategies are implemented to develop instructional quality in meeting the standards. Walkthroughs and evaluations will be used to provide analysis and feedback to further develop instructional quality and successful ACCRS standards integration and guide Professional Development during the school year. Monitor school-wide Response to Intervention model, students moving from tier 2 or 3 back to Tier 1 and provide feedback to develop instructional quality for RTI model In-class support for Tier 2 students documented in lesson plan and blended learning program. Weekly documentation of student progress on standards to develop instructional quality. Provide support for Tier 3 students documented in lesson plan and blended learning program. Weekly documentation of student progress on standards to develop instructional quality. Students documentation of after			Walk-through documentation Evaluations RTI documentation	

	school tutoring program, scheduled tutoring during Advisor Program and/or Fridays. Up to date RTI documentation – re-tier students according to assessment results analyzed to develop instructional quality and on quarterly standards. The analysis of student performance data will guide changes in instruction for the following week. Differentiate for student needs of re-teaching, English Learner strategies, special education accommodations, reinforcement needed during class, before school, after school, or Friday afternoons.				
6. Conduct informal walkthrough teacher observations and formal teacher evaluations	Observations document and provide feedback regarding instructional quality and successful ACCRS standards integration and guide Professional Development during the school year: Teachers following adopted curriculum map with Standards-based Alignment of Arizona College and Career Ready Standards. Teachers will include students' RTI groupings in the minutes of collaborative team meetings that are submitted to the Headmaster, explaining data-based rationales	Formal evaluations twice per year and informal evaluations at a minimum of twice per quarter, eight per year. The informal evaluations will depend on a teacher's performance level.	Headmaster	Headmaster completes teacher evaluations (2 per year) using Teacher Performance Rubrics. Written schedule and Documentation of observation forms with feedback (minimum 2 per quarter) are provided to the teacher: Informal walkthrough observations July-September & December October & November formal observations January walk-throughs February & March are formal Observations	There is no additional cost. This is part of the job description and compensation of the teachers and the Headmaster.

	for any changes in tiers. Evaluation of Unit & Lesson Plan(s) and formative assessments documented and analysis to develop instructional quality and standards integration. Documentation of progress of teacher in meeting instructional goals. Teacher (s) without evidence of integrating standards or lack of response to student needs will immediately have a meeting with the Headmaster. Continued failure to implement curriculum maps would lead to Goal Setting Professional Growth Action Plan.			April & May is informal walkthrough observations for following school year Headmaster completes teacher evaluations including Writing, and Math, and works with teachers to prepare Goal Setting Professional Growth Action Plan. Documentation of rubrics with performance indicators regarding teacher performance. Documentation of Goal Setting Professional Growth Action Plan.	
7. Establishing Professional Learning Communities to conduct informal teacher walkthrough observations for monitoring school-wide goals in reading, writing and math and adjust instructional practice.	Professional Learning Communities (PLCs) will take place weekly for shared lesson planning, observing each other teach to provide feedback on quality of instruction, and studying student work to identify strengths and weaknesses, standards integration, and addressing the needs of subgroup populations. Teachers provide analysis and teacher feedback to further develop instructional qualities *by monitoring of integration of Arizona's College and Career*	Informal walkthrough observations July-September & December October & November formal observations January walk-throughs February & March are formal Observations April & May is		Teachers collaborate and fill our walkthrough tools and give each other feedback to improve instruction. Documentation of shared walkthrough tool and feedback. Weekly PLC meetings and documentation of data analysis and weekly adjusting or refining of instructional strategy for the following week.	

	Ready Standards; *Weekly student data analysis and Monitoring of instructional practices by specifically* *evaluating instructional practices targeted to address the needs of subgroup populations;* *Providing analysis and feedback to adjusting and refining instructional strategies to develop instructional quality and standards integration for sped, ELL, low-income, and minority students.*	informal walkthrough observations for following school year			
8. Create a formal Headmaster evaluation and observation template	Headmaster will ensure curriculum maps aligned to Arizona College and Career Ready Standards in Reading, Writing and Math. Analysis and feedback to further develop instructional quality and Standards integration to meet the needs of all students.	January 1, 2016 and revised each year by February 1st if needed	School Board	Headmaster evaluation template	There is no cost for this action. It is the job of the Estrella Educational Foundation Board.
9. Evaluate the monitoring of instruction system and make changes if necessary.	Analyze walkthrough and formal teacher evaluations reports to address the needs of student subgroups. Analyze school-wide quarterly assessment data broken into subgroups to provide feedback and further develop instructional quality on each standard for	Evaluation at the end of each school year by June 30th and at the end of June 30th thereafter.	Headmaster and Teachers	Revised Academic Systems Plan will successfully enable the school to monitor the integration of Arizona College and Career Ready Standards for Reading, Writing, and Math Standards into instruction.	There is no additional cost. This is part of the job description and compensation of the Headmaster.

	Reading, Writing, and Math. Conduct quarterly data analysis Meetings between the collaborative teams and the Headmaster to analyze student performance on quarterly common assessments on meeting student goals, targeted school-wide goals in reading, writing, and math standards and instructional quality. Teachers will create Teacher Action Plans to increase student achievement based on data collected from observation forms and student assessment. Personal Education Plan for each student at each grade level used for recording student results, documentation of interventions, setting goals, and planned activities. Development of a School Planning and Management Team consisting of Teachers , Headmaster and eventually students and parents to evaluate the monitoring of the instructional system			School Planning and Management Team sign-in sheets and agenda. Teacher Action Plans	

AREA IV: Professional Development – The plan must provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system:

- *identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;*
- *identifying and providing professional development that supports teachers of subgroup populations;*
- *supporting high quality implementation of the strategies learned in professional development; and*

- *providing monitoring and follow-up to support and develop implementation of the strategies learned in professional development.*

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Create and deliver multiple Professional Development (PD) sessions for July In-service to meet school-wide goals for Math, Reading, and Writing. ,	School-wide creation of effective, rigorous and standards aligned reading, writing, and math goals. Creation of Curriculum maps, Syllabus, Unit & Lesson plans integrating AZ College and Career Ready Standards, Nationals & International standards. Teachers will receive Special Education and ELL requirement trainings and the school-wide use of research based strategies for the implementation of Response to Intervention, multi-tiered model, designed to improve the achievement of all students. Teachers will receive trainings in problem based learning which incorporates communication skills, innovation, critical thinking, problem solving, and collaboration skills consistent with successful post-secondary interactions and workplace expectation. PD-School-wide collaborative analysis of Data Driven Instruction: Creation of rigorous standards aligned quarterly common assessments and formative assessments, and using the data to	Professional Development sessions developed by June 30th and by June 30th each year thereafter Year 1 In-Service July 4-15 Friday collaboration 1-4 p.m. 29 Half-day PDs And 7:30-4:00 p.m. Full Day PD 20 days	Headmaster, Teachers, and will include outside PD from partnerships with the Riverside School District #2, Arizona Charter Schools Association, and the online learning provider, FuelED.	Agenda with minutes and Sign-in sheets Research based information presentations. Staff expertise presentations. Materials and presentations available online and incorporated in walkthrough collection tools. Researching information on PLCs.	Year 1 MIT will collaborate with Riverside School District #2 to collaborate on PD needs—No cost. Online learning program PD cost is included in the purchase of FuelED Program. Year 2 $15,000 for "professional development" line item Year 3= $20,000 for "professional development" line item

	drive and plan differentiated instruction for student subgroups. PD for using the online blended learning data to monitor and customize learning paths to reteach and support reading, writing, and math instructional goals to address the needs of student subgroups in tiers 2, and 3. PD for Differentiating instruction to meet student needs and using the Response To Intervention Model to address the needs of student subgroups. The content and agendas for PD sessions throughout the year will be developed in response to the needs identified in student assessment reports, including the specific needs of subgroup populations. Professional Development for Establishing Professional Learning Community (PLC) teams to build techniques for co-observation, collaborating, data analysis meetings, to identify and provide feedback to improve instructional quality and standards integration, for all students, including the needs of subgroup populations.				

2. Survey teachers for Professional Development needs	PD will be differentiated and need-based opportunities.	By the end of the July PD, survey needs for quarterly PD, and ongoing quarterly thereafter.	Headmaster will collect and file surveys.	Professional Development Calendar for School Year Teachers will fill out survey for PD. Agenda, materials, and Signed PD sign-in sheets	There is no additional cost. This is part of the job description and compensation of the Headmaster.
3. Identify Off-site Professional Development opportunities	PD Opportunities to attend workshops on best practices for reading, writing, or math instruction. Some of these PD opportunities may be dedicated to improve practices for a particular subgroup such as ELL students.	By the end of July PD and quarterly thereafter	Headmaster	PD calendar	There is no additional cost. This is part of the job description and compensation of the Headmaster.
4. Conduct monthly school-wide Professional Development sessions based on identified needs from teacher survey	PD Sessions based on feedback from teacher survey results, collaborative team requests, and the results of observations or evaluations of all teachers. Professional Development will be used to address implementation and meeting the needs of all subgroups in school-wide reading, writing, and math curriculum goals.	Monthly on Fridays throughout the school year and monthly thereafter.	Headmaster, Teachers	Agendas and materials from sessions on Professional Development Calendar Walkthrough tools will document the implementation of best practices.	There is no additional cost for the PD delivered by the Headmaster or Teachers. This is part of the job description and compensation of the Headmaster and the Teachers. In years 2 and 3, PD is included in the "Professional Development" line item.
5. Conduct weekly content area collaborative team meetings and co-observations	PD for Collaborative coaching strategies for addressing: Student performance, sharing best practices, teacher observations and student subgroups. PD on Collaboration of integration of school-wide math, reading, and	Weekly	Teachers supported by Headmaster	Documentation of collaboration agendas and minutes for team meetings to the Headmaster. Report on performance and action plan for various	There is no additional cost. This is part of the job description and compensation of the teachers.

	writing curriculum and research projects. Collaborative Teams may also request additional support for Friday afternoon PDs. Content teams will make and adjust plans in part based on needs identified from student assessment data, including how various subgroups of students are performing.			subgroup populations.	
6. Conduct teacher observations and evaluations	Observations and evaluations will be used to identify and provide professional development in areas of needed support and promote areas of effective implementation of reading, writing, and math instruction to meet the needs of subgroup populations.	Weekly observations and bi-annual evaluations	Headmaster and Teachers	Teachers and Headmaster will complete teacher observations and provide feedback using the walkthrough tools in identifying and providing PD to support teachers. Headmaster completes teacher evaluations. Results will identify additional areas of needed support.	There is no additional cost. This is part of the job description and compensation of the teachers.
7. Conduct Coaching Sessions for teachers	Coaching sessions with teachers who need to improve their instruction. PD for coaching sessions to address focus on content, active learning strategies, and targeted strategies for subgroup populations for student academic growth.	Weekly	Headmaster completes informal observations Headmaster will complete follow-up coaching and observations implementing Professional Growth Action Plans.	Informal evaluation written feedback. Pre and Post Conference meeting notes Professional Growth Action Plan	There is no additional cost. This is part of the job description and compensation of the Headmaster.
8. Evaluate Professional Development and revise, if needed	Professional Development Effectiveness determined by teacher surveys and by progress on quarterly school-wide goals in	Evaluated at the end of each quarter Quarterly	Headmaster	Professional Development feedback survey for each session Revised PD schedule	There is no additional cost. This is part of the job description and compensation of the

	reading, writing, and math at the end of each quarter. Weekly and quarterly data along with Response to Intervention program will identify needs of subgroup populations for Teacher PD.	thereafter.			Headmaster.