School Growth 1a. SGP/ 1b. SGB Bottom 25%

When looking at establishing a reading and math curriculum it was important to determine what were each grade levels strengths and weaknesses. Information was analyzed directly from the AIMS scores (2011-2012) and Galileo by administration and grade level teachers as to help plan and prepare pacing guides and curriculum maps for the current school year. In addition this past summer our school purchased Galileo as a means of confirming what AIMS results indicated. AIMS scores and Galileo are being used to solidify what standards need to be focused on and where curriculum materials need to be supplemented.

A team comprised of administration, Title One teacher, and the general education teachers meet and determine if intervention services through Title One will be the best course of action in helping the student be more successful. AIMS data is used and analyzed to view areas of concern. Shortly after the meeting all classroom teachers administer a Galileo benchmark assessment which is analyzed and compared against the AIMS data for the bottom 25% students. Inconsistencies in identified areas of need are established and additional students are selected to receive Title One services. The general education teacher also utilizes comparison data and works with students within the general education classroom setting and coordinates instruction with the Title One department. Any students who are falling behind may receive additional supports through Title One push in/ pull out. Title One push in also allow the classroom teacher to provide enrichment opportunities with students who have mastered a concept while the Title One instructor works on bringing students who have not mastered the instructional concept.

Once students are identified, a file is created which contains the student's most recent Galileo benchmark assessment and a copy of last year's AIMS results for reading and math. The scores are compared and individual skill risk assessments are created to help guide instruction within the Title One department. The classroom teacher is then advised as to what focus needs to be for their individual student.

Lesson plans are submitted weekly and checked against learning objectives being taught in the classroom. Teachers use weekly assessments to progress monitor as to determine if students are mastering the standards being taught. Learning objectives must reach at least 80% mastery before a new concept is to be taught. Teachers are ability grouping as to provide intervention services directly within the classroom. On Friday's various in-services, professional development opportunities, and grade level meetings occur to provide instructional support in areas that need more attention. Administration checks in with each grade level monthly to determine what additional supports are needed based off what progress data indicates.

Kindergarten through sixth grade is using a curriculum entitled "Houghton Mifflin Math" which was purchased for the school. After several years of implementation we have seen limited growth in overall math scores according to Galileo and AIMS testing results. During the 2011-12 school

year the funding was allocated to purchase new curriculum entitled "Envision Math" (Pearson) .Training and in-services were done to provide support to classroom teachers on how to utilize this curriculum in the classroom.

Seventh through eighth grades were utilizing "Passport to Mathematics" (McDougal Littell) with supplemental support from AIMS Buckle Downs, Ed-helper.

As an intervention we hired a Math coach for pull in/pull out program. Interventions groups were created based on the bottom 25% students using Galileo data, as well as students identified by teachers as needing assistance. After evaluation of teacher performance and test scores it was determined that the math coach was ineffective. He was put on a performance management plan with little result. He was removed.

Last year all teachers attended a Singapore math training provided by Cassandra Turner.

For reading kindergarten through sixth grade is using a combination of Spalding and a piloted program through Scott Foresman entitled *Reading Street.* Professional development and training were done on how to use materials effectively. The materials are older textbook series that contain fiction, non-fiction, and expository texts. Teachers also gather other materials from Edhelper as well as other web based materials to supplement reading instruction. We are evaluating reading curriculums with the intent to purchase something that will help transition our campus in to Arizona common core requirements.

In grades seventh and eighth, teachers are using Literature, The Reader's Choice, (Glencoe) and The Language of Literature, (McDougal Littell) older textbooks containing fiction, non-fiction, and expository texts. They are also supplementing with Edhelper and classroom novel sets such as "HOLES" and "Tom Sawyer". AIMS buckle downs are also being used to help prepare students for content they will encounter on the AIMS test. The Buckle Down closely aligns with the AIMS blue prints for reading as provided by the Arizona Department of Education and teachers are able to adapt instruction targeting weighted categories. Three years ago science textbooks were purchased and are being used to fill gaps that are currently lacking with the older reading textbooks. The science books contain a variety of expository and functional texts that align with Arizona standards. To supplement the social studies curriculum in grades sixth through eighth Avalon utilized News Papers in Education from the Arizona Republic. Due to student population growth a decision was made to create classroom libraries of age and grade level appropriate reading materials. Teachers and parents donated reading material to fill these libraries.

One decision our curriculum committee made during the 2011-2012 school year was to purchase new Math textbooks match the new Common Core standards. Our curriculum committee is continuing to review reading programs that will meet the needs of our campus. Currently, teachers are adapting materials that have been compiled and focusing on current Common Core standards.

In the Title One program, highly qualified paraprofessionals and the Reading coach worked with students using the "Wilson" and "Fundations" curriculum in reading, attempting to meet the gaps in learning based on what was indicated by the previous year's AIMS scores. Two highly qualified paraprofessionals were doing the crux of the instruction Kindergarten -6th grade with the

coordinator overseeing the program and developing the interventions to be taught. Grade level curriculum maps were observed and planned around in order to target instruction for each grade level. Assessments within the curriculum were used to track progress as to indicate if students were mastering the standards of focus. The following changes were made

- A part-time highly qualified math teacher was hired to assist the Title One coordinator with direct instruction.
- Title One now services Kindergarten – 6th grade students through pull-outs, spending 30 minutes per subject (reading and math). Pull-outs are coordinated during special area classes and not during classroom math or reading times.
- Paraprofessionals worked within the class of grades Kindergarten and 1st through the morning hours and work within the general education classrooms in small learning groups.
- The bottom 25% students are targeted first based on their needs in reading and math. However, teachers can still refer students to Title One. Students that are intensive based on DIBELS testing received pull out services as well.
- Progress monitoring is done through weekly, bi-weekly and monthly assessments provided through DIBELS based on students needs. The math coach developed quizzes using Galileo data, which align to the standards identified through AIMS and Galileo benchmark assessments. Students may exit out of Title One once a 80% mastery rate has been established.

In the General education classrooms teachers are providing instruction aligned to the standards. There is a specific process used to evaluate the effectiveness of Reading and Math instruction provided by instructional staff. This process is defined and explained before each school year begins so that instructional staff understands what is required of them in terms of aligning their instruction to Arizona Common Core Standards. In addition a list of our bottom 25% of students was compiled and given to every grade level teacher. This includes our special education and Title One departments. The following will describe the process that is in place:

- Before school begins in the fall, curriculum maps are revised and finalized to provide templates as to what content will be taught month by month and within each quarter. Grade levels will compare curriculum maps as to provide similarities in content as much as possible. Grade level standards are included in the curriculum maps.
- Focus was given on planning and implementing instruction to the bottom 25% students at the general level and through interventions within the classroom including pull-outs/ push in's with Title One and special education.
- Before school begins teachers are instructed on the requirements for lesson plans and the procedures for submitting them to the principal on a weekly basis. All lesson plans, kindergarten through eighth grade are required to align to Arizona Common Core Standards listed under the subject they are teaching and are checked periodically for accountability. Teachers' lesson plans are compiled in a binder kept in the principal's

office for reference and for accountability purposes. Teachers are required to post lesson plans in the classroom.

- Teacher's meet weekly with grade level to review data and develop lesson plans related to student needs.
- Teachers are required to list the standards they will be teaching for that day somewhere in their classroom in language that would be familiar to the student. The standard code is also suggested for evaluation purposes.
- Informal pop-in evaluations are done bi-weekly for each teacher and cross checked with their lesson plans to verify standards being taught. Evaluations ensure posting of learning objectives and monitor basic class management skills.
- Two formal evaluations are done per school year, fall and spring. The formal evaluation reviews an extended period of time, documenting teaching methods and practices.

Assessment

Several methods are used in developing instruction for all general education, ELL, and our bottom 25% students. Each assessment method is done within the general education classroom as well as in intervention pull-out programs such as special education and Title One. The following are the primary assessments used in assisting teachers in planning instruction and monitoring process for all students including the bottom 25%:

- **AIMS--**During the summer before school begins AIMS data is analyzed, copied, and prepared for each grade level teacher. Students who fell far below or approached in math or reading are highlighted for each grade level teacher and department head. Any standard indicated as falling far below or approaching is highlighted and referenced in planning for intervention services. A current AIMS blueprint is used to determine priorities in instruction and compared to grade level curriculum maps. Special attention is given to the specific data listed on the student profile to target concepts that were not mastered. This data also assists in developing curriculum maps for the school year. These specific student files are also used when discussing intervention services.

- **Galileo--C**lassroom teachers are using Galileo, an online assessment-based program that closely aligns with the AIMS test to establish benchmarks in Reading, Math, and Science (1st through 8th). An assessment calendar was created before the school year began establishing when benchmarks would be given for each grade level (pre-test, benchmarks 1, 2, 3, and post-test). Each assessment is different and once completed provides the classroom teacher with useable data meant to target areas needing improvement. A report called *Individual Student Profile* provides a risk assessment that the teacher can use to individualize and differentiate instruction. Teachers then target individual student needs based on the data collected and compiled. This is compared to the previous year's AIMS data so that focus can target standards that need to be mastered for identified students. Galileo has also become a primary tool used to target instruction for our bottom 25% students. Galileo provides the general education teacher and interventionists with

information on how student are doing. Teachers can create quizzes or assignments for students that directly correlate with the standards in which they need assistance. Four benchmark assessments are given before AIMS testing in April, allowing teachers and other departments to track progress or note areas that need re-teaching.

- **DIBELS--**DIBELS assessments (Dynamic Indicators of Basic Early Literacy Skills) are given to all students' kindergarten through sixth grade three times a year. Progress monitoring is done routinely though-out the month to provide benchmarks for reading and literacy skills. As with Galileo, the benchmark difficulty increases as each student progresses, giving the classroom teacher or instructor a basic reading ability. Results are shared with intervention program teachers. Once data is analyzed, it is then given to the Special Education Department and Title One to assist them in planning reading interventions.

Professional Development

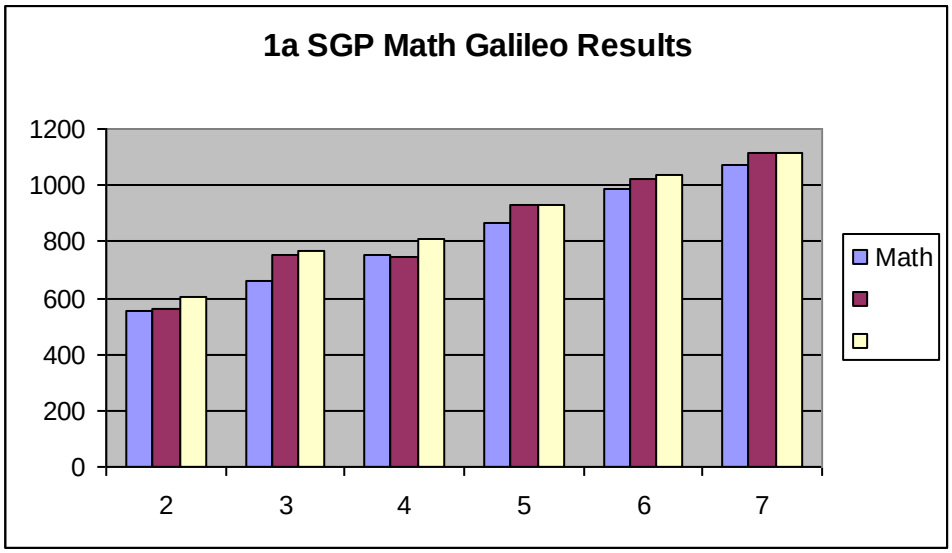
In regard to professional development, there have been several specific opportunities available for classroom teachers and the Title One department that assists in targeting and providing support to our students including the bottom 25% students. After looking at last years AIMS and Acuity data, a survey was created and sent out to all teachers and instructional staff designed to give them a listing of professional development topics of focus based on the data that was analyzed. Once teachers and interventionist submitted their feedback, professional development was targeted to meet the needs of teachers and students, as measured by AIMS data. Listed below are some of the results chosen:

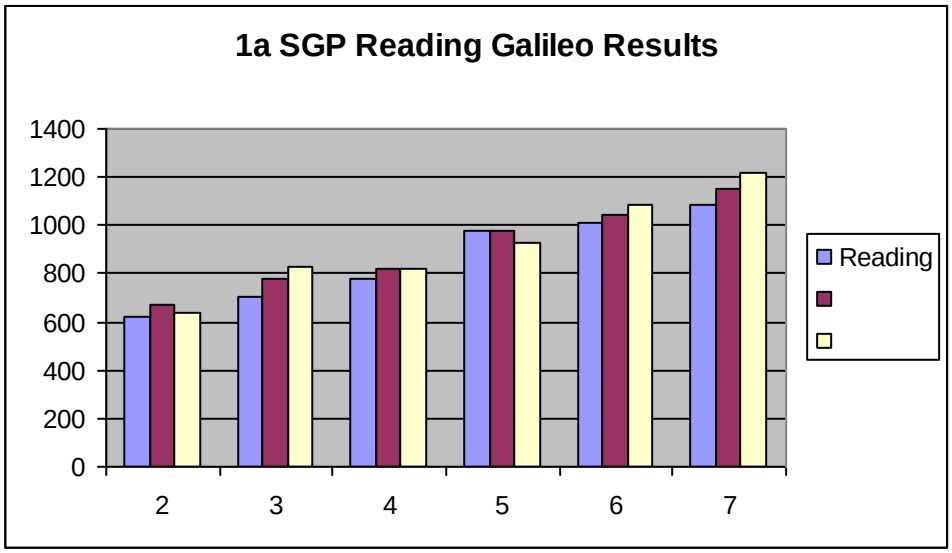
- Pinal County Education Association -DIBELS Data Evaluation Training
- Pinal County Education Association – Small Group Instruction
- Spalding Reading Instruction
- IDEAL – Reading Literacy
- Training in Singapore Math
- Galileo Assessment Training
- EES Provided – Mandatory SPED Training
- DIBELS Next Transition Training

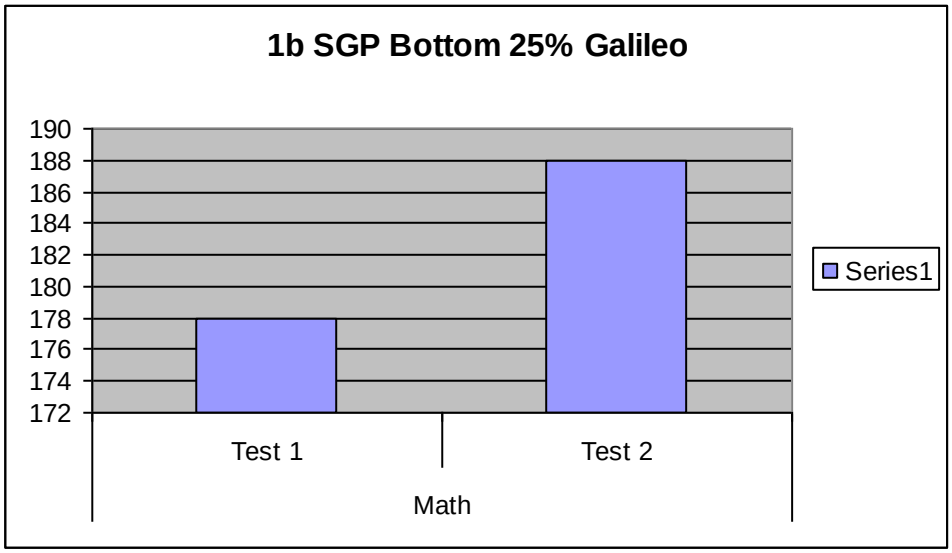
An in-service focused on working with Special Education students was provided and three separate in-services on how to use Galileo have been provided. The Galileo trainings focused on how to use the data to target instruction for classroom teachers. Teachers were able to look at numerous reports designed to help them focus in instruction on areas indicated in Galileo as areas of struggle. The Title One department was also sent to a two day state training in November focused on providing reading intervention strategies.

This current school year various professional development in-services have been done on site as well as off-site individual teacher trainings and workshops.

A new professional development strategy is being assessed to better select topics of focus based on what previous AIMS data and teacher feedback provides. The professional development survey will be sent out shortly after AIMS data is analyzed and topics will align more to what the data indicates as specific needs. For example, if AIMS data indicates that the bottom 25% student in third through eighth grades showed decline in math and decline in reading for fifth through sixth grades then trainings or in-service opportunities for reading and math would be chosen for those teachers and interventionist. A Galileo post test will also provide valuable data in assessing projected professional needs for targeting overall school growth and the bottom 25% student needs.






1b SGP Bottom 25% Galileo
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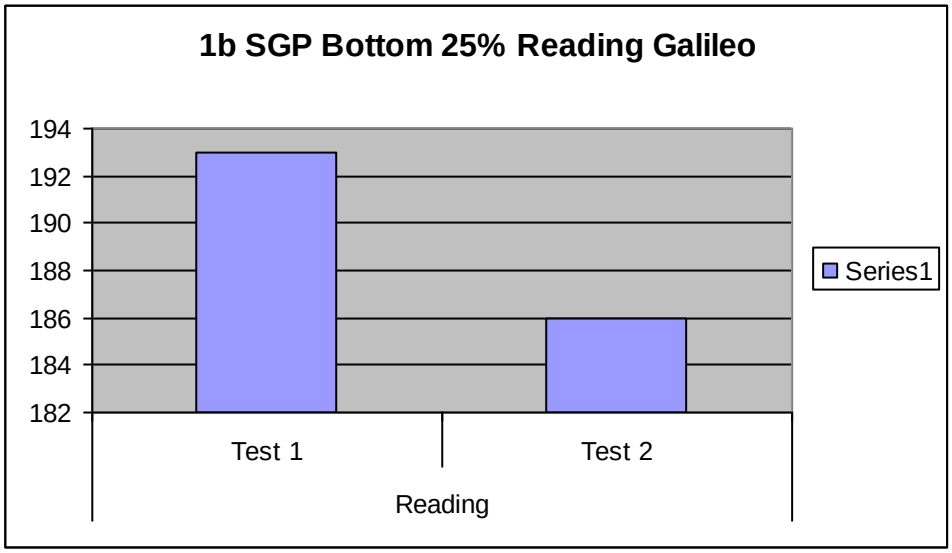
Test 1
Test 2
Math
Series1


1b SGP Bottom 25% Reading Galileo
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Test 1
Test 2
Reading
Series1

2a. Percent Passing

One area we have focused on specifically this school year is increasing our school wide scores on the AIMS test in all testable grade levels. As mentioned previously we purchases the Galileo assessment program to help teachers specifically focus and tailor curriculum and instruction to the overall classroom needs. We did see some overall growth in reading but we recognize we still need to improve in percent passing in math. The following sections will indicate what we are doing to enhance and promote growth in overall student performance on the AIMS exam in reading and math.

Curriculum and Instruction

Once AIMS data was generated and sent to our campus we began to break down what areas needed to show improvement. A team of administration and teachers began the process of planning pacing guides for each grade level specifically focusing on the AIMS data and blueprints provided through the department of education. Standards were then adapted into the pacing guides and curriculum maps as to target instructional objectives throughout the school year. This provides the template from which teachers can plan their classroom instruction and lesson plans are submitted weekly to the site director. Teachers are able to monitor progress weekly through created assessments (Galileo, DIBELS, AIMS Buckle Downs or practice test). Galileo also provides an administrative dashboard that helps target grade levels that are falling behind or showing growth. Weekly updates are given on Tuesday in grade level meetings. Teachers are asked to revisit and update their curriculum maps based on progress produced in the classroom. Any standard or concept that students may be showing as a problem area teachers can re-teach or revisit until mastered.

Once a week observations are done to verify instructional goals are being taught in reading and math. These observations are done periodically to monitor for accuracy in teaching academic standards. If inaccuracies are noticed, feedback is provided quickly so that the teacher can get back on track. Instructional goals are to be listed in every classroom in a language that students can easily understand concerning what is being taught so that accuracy can be verified easily.

The director monitors each class's progress through an administrator dashboard in Galileo. Galileo data is analyzed to see if students are on pace. If a class is falling behind, Galileo can provide an intervention assessment to help the teacher target priorities as it pertains to covering the standards necessary for proficiency. In the future teachers will be notified at the beginning of the school year that Galileo data usage will factor into their performance evaluations (50%). Failure to use data in the planning and implementation process of instruction will result in a lower performance evaluation. One of the formal evaluations will be done the beginning of March so that teachers have time to make any changes before AIMS testing.

Currently there are many instructional materials being used in the classroom in preparation for AIMS testing in math and reading. As mentioned previously, "Houghton Mifflin Math" is being used Kindergarten through sixth grade with supplements from Edhelper. Seventh and eighth grade students use "Passport Math". Finally, teachers rely heavily on AIMS Buckle Down for math and reading as they align very closely with AIMS. In reading 3rd-8th grades, teachers are relying heavily on AIMS Buckle Down for reading instruction. AIMS Buckle Down simulates what might appear on AIMS testing very closely and provides students with a variety of functional, expository, and literature. Buckle Down provides engaging reading passages, helpful tips, and authentic AIMS test practice questions that will get students ready for the state test. Buckle Down helps to drive instruction and monitor progress with end-of-lesson practice sections and separate pretest and posttest—matched to the AIMS format. Galileo is also being heavily used by classroom teachers 3rd-8th grade as it allows teachers to create assignments and materials that align directly with standards indicated as trouble areas.

DIBELS assessments are also given to track reading fluency and vocabulary understanding in Kindergarten through 6th grade. All of these instructional supports are being used for reading and math to help teachers drive specific instruction to their classrooms as indicated by Galileo scores and data.

Assessment

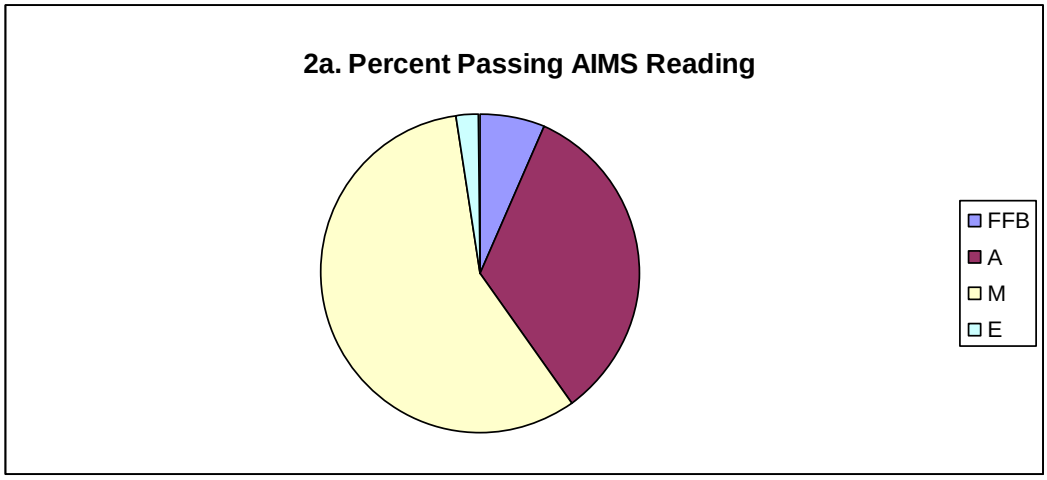
- **Galileo--**Galileo is the primary method of assessing student performance in reading and math. The administrator dashboard allows the director to observe how classes are doing according to the most recent benchmark assessment. This data can help in decisions on professional developments that may assist in preparing teachers for AIMS testing. For example, after the second benchmark assessment it was determined that growth was not happening school wide as quickly as needed to best prepare our students so it was decided by a data review team (administrator, teachers, Title One, Special Education) that teachers would increase their lessons in math and reading throughout the day. Third through sixth grade teachers are providing two blocks of math and reading a day and still continuing to meet content objectives in other subjects. Reading is taught cross-curricular in all subject areas with an emphasis on expository and informational text in Math, Science and Social Studies

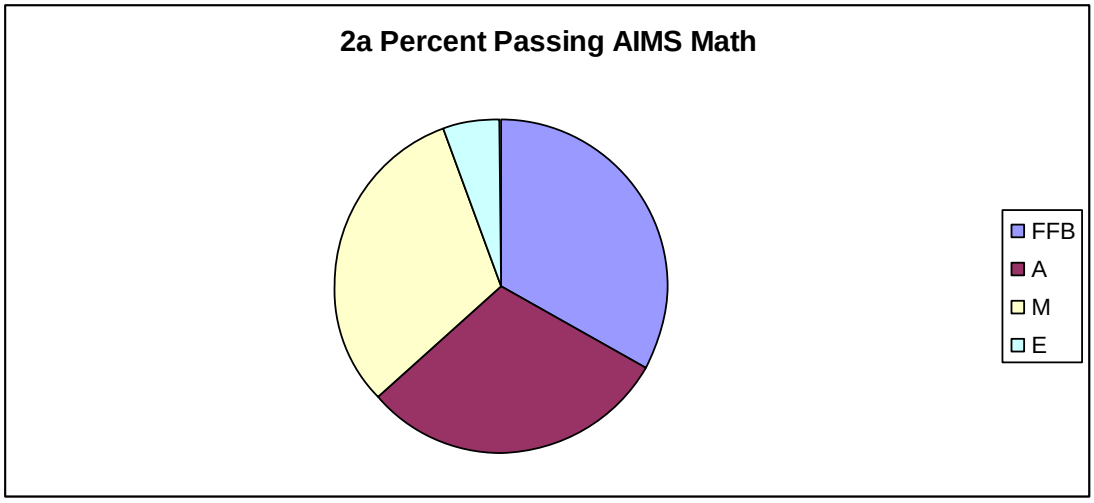
- **AIMS Test Prep Materials**--AIMS Buckle Down is very helpful in preparing students for the AIMS tests. Teachers are able to assess students in sections of the AIMS Buckle Down and monitor progress. Practice AIMS tests can also be downloaded from the state webpage and used as practice guides.

Professional Development

This school year, several professional development opportunities have been offered that would assist teachers in preparing their students for AIMS testing in reading and math. The most relevant to date have been the three professional developments focused on the Galileo assessment program. The first professional development provided an introduction to Galileo and its function. Teachers walked through some of the reports and data that could be gathered out of Galileo from the benchmark reports. The second and third professional developments specifically focused on pulling out intervention reports for classes or specific students. This information is helpful because by design Galileo closely aligns to the AIMS test and gives student practice with academic standards through benchmark testing.

As mentioned in a previous section, one area of school improvement is selection of professional development. The system in place will be adapted to align more with what AIMS results demonstrate from year to year. Professional development opportunities will be selected from what is available as it pertains to student growth in math and reading.





2b. Composite School Comparison

Avalon Elementary School we have a diversity of students at many different levels of learning and ability. We have a high Homeless population in our school, a high SPED population, and we are at almost one hundred percent free and reduced lunch. Currently the following is a breakdown of our actual numbers in these previously mentioned three areas:

- SPED population is at 12.1% with 31 total students enrolled.
- ELL population is at 4.7% with 12 students classified as ELL.
- FRL population is at 97.5%.

In our area there are several schools with similar numbers in these listed categories. These schools are currently posting a "C" letter grade were as we currently are posting a "D". We recognize that there are areas within our school that need improvement specifically as it pertains to reading and math. As mentioned in previous areas and in detail in the subgroup section changes are already being made to help support growth in reading and math school wide. A brief summary will be provided in each of the following sections.

Curriculum

As mentioned in other sections we as a school recognize that we have some deficiencies in instructional materials available in the areas of reading and math. School wide we are using different methods in different grade levels which in turn can promote inconsistency in the classroom with instruction and assessment. As a result, we are currently shifting to switch to one math and reading program or system kindergarten through eighth grade. Our curriculum committee is analyzing several math and reading systems that are available that aligns with Common Core Standards and will present to our school board for selection.

Currently, we are leaning towards the Envision/Digits math system and evaluating several reading programs.

In math this past school year we showed some growth in our ELL and SPED populations specifically with the bottom twenty-five percent. Although it was not substantial growth it provided a building block for what we are currently doing in these areas. Explanations for what we are currently doing to increase growth in math and reading can be found in the subgroup category of this document.

Instruction

As expressed before in earlier sections there are many check points in place to hold teachers accountable to teaching the Arizona State and Common Core Standards. Listed below are instructional practices designed to hold teachers accountable to the standards:

- Grade level state standards are included in the curriculum maps.
- All lesson plans, kindergarten through eighth grade are required to align to Arizona State Standards or Arizona Common Core Standards listed under the subject they are teaching and are checked periodically for accountability.
- Teachers are required to list the standards they will be teaching for that day somewhere in their classroom in language that would be familiar to the student.
- Informal pop-in evaluations are done for each teacher and cross checked with their lesson plans to verify standards being taught. Evaluations ensure posting of learning objectives and monitor basic class management skills.
- Two formal evaluations are done per school year, fall and spring. The formal evaluation reviews an extended period of time, documenting teaching methods and practices.

Assessment

In terms of evaluating student performance in reading and math we are currently using a program entitled Galileo. Galileo assessments are given four times a school year as indicated by a benchmark calendar provided at the beginning of the school year. Teachers are able to analyze the data in reading, math, and science to determine where focus may need to be given. In the current school year Galileo assessments were given five times.

Galileo is used by each department of our school including Special education, Title One (FRL), and our ELL students. For example, teachers are able to create quizzes that align with state standards within Galileo and score them on a weekly basis. We are able to track progress as it relates to the strand or concept they are working on.

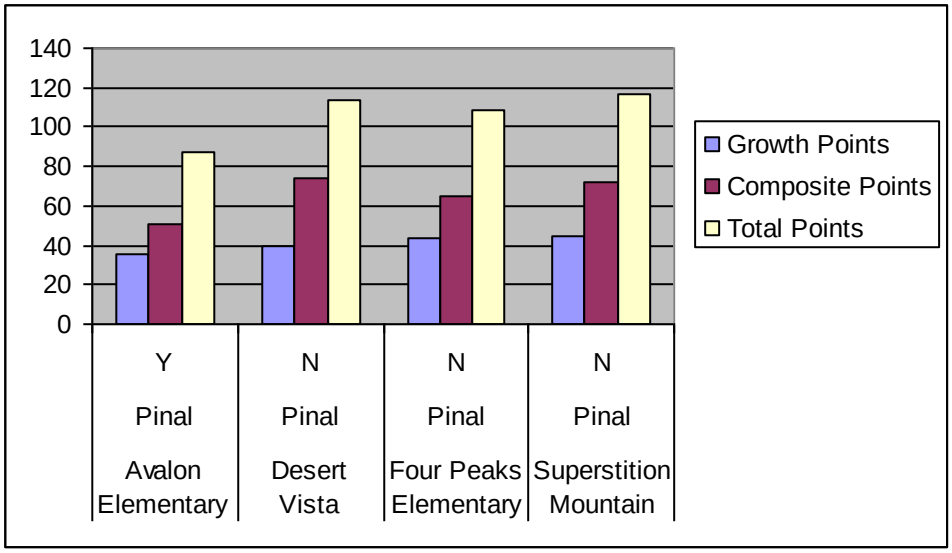
Another assessment used to determine progress in reading fluency is the DIBELS assessment. Teachers administer the DIBELS assessment three times a year and tack reading fluency progress. They can determine students who are at risk or are on track. These benchmarks are scored and submitted to the site principal for evaluation. Once analyzed, information is shared with Title One, Special Education, and the ELL department for intervention services.

Professional Development

As mentioned in previous sections we are currently revising our professional development process to align more with what standardized testing scores and school improvement needs indicate. As a result of this shift we will be able to provide professional development opportunities for our teachers and staff that line up with what the data is telling us. For example, in math we already know we will be purchasing and acquiring training for a new math program (Envision/Digits Math), therefore we will need to provide professional development that aligns with the new math philosophy. This decision was made due to what the AIMS data indicates and in what areas have

we seen some success. In the following sections there is a more specific plan explained as to professional development and how we will address our school needs in each subgroup.

School Name	County	Charter	Growth Points	Composite Points	Total Points	Letter Grade
Avalon Elementary	Pinal	Y	36	51	87	D
Desert Vista Elementary School	Pinal	N	40	74	114	C
Four Peaks Elementary School	Pinal	N	44	65	109	C
Superstition Mountain Elementary School	Pinal	N	45	72	117	C



2c. Subgroup ELL

During the 2011-2012 school year we had 12 ELL students and approximately 10 students that were being monitored in year one or year two of the program at Avalon Elementary School. Our subgroup ELL did well in reading. Math has been identified as an area where additional resources will need to be allocated in the next school year. We believe that by going to the new math curriculum we will increase student performance because of the ELL component in "Envision Math".

Curriculum

As mentioned in previous sections, our campus has many curriculums from kindergarten through eighth grade. They are pieced together from various school years and supplemented with programs such as Khan Academy and Edhelper.com. "Reading Street" from Scott Foresman has a strong ELL component that is implemented by the classroom teachers after they have been identified by AZELLA.

There is a set curriculum and teachers are using a variety of resources to fully teach the Math and Reading standards. We recognize this as an area needing improvement; however, do not want to purchase a new curriculum until we, as a school, have completely transitioned into the Arizona Common Core standards. When teachers plan lessons they are required to be aware of ELL student needs and supplement with materials they have compiled.

Instruction

Some students who are classified as ELL may also be receiving Title One services in math with the math coach. Good teaching practices are provided by aligning with ELP standards and vocabulary focus is put on common vernacular that may appear on AIMS testing. For example, words such as product, quotient, sum, reduce, and expression are defined as it pertains to math with ELL students and practiced during the first few minutes of math instruction. This is done as to help students familiarize themselves with vocabulary that will appear on AIMS testing. It also helps them to understand the uses of these words in a different context. Teachers followed their SEI training by providing differentiated instruction through small group lessons. Parents were encouraged by teachers in primary grades to use Math flash cards with their child(ren).

Another teaching strategy that is required for every grade level is the creation of a word wall. Each classroom teacher is required to designate a place in their classroom to introduce new vocabulary or common words used in academic context. For the ELL students the word may have an image or picture to describe the meaning, helping a student visualize the meaning. General education teachers may have a variety of words that span multiple subjects where as middle school teachers may have subject specific words listed. The idea behind this strategy is to expose students to words and vocabulary that they will encounter in their studies on a day to day basis. Special attention is given to words that commonly appear in math and reading.

Assessment

Multiple assessments are used to monitor ELL student progress in reading and in math. The following are some of the instruments used to measure student proficiency with our ELL student population.

- **AZELLA TESTING--**AZELLA tests are administered to all students who were identified by a PHLOTE form in the registration packet. If the primary language spoken at home is something other than English students would be targeted for AZELLA testing. Once they are tested they are then classified according to the results as ELL or mainstream. As mentioned previously teachers would then be required to provide additional instruction in reading, writing, speaking, and listening. Another AZELLA test is given later in the school year to reassess progress and indicate proficiency levels. If a student tests proficient they are then monitored for an additional two years. Although, the AZELLA test is designed to assess language acquisition it is the starting point for establishing a benchmark and gives the teacher an idea of how to focus in reading instruction. A student listed at basic would

most likely not be able to handle grade level reading materials and small groups within the classroom could be created. Teachers then ability group based on the AZELLA test results within their classrooms and provide very specific reading opportunities tailored to their reading level. Each teacher then monitors progress within each group and shuffles groups around as progress is demonstrated.

- **Galileo--**Galileo aligns very closely to the format and presentation of AIMS testing which provides opportunities for progress monitoring. ELL students take the benchmark assessments and are scored based on their ability levels. Four benchmark tests are administered throughout the school year which provides ample opportunities to assess progress in reading and math. In addition, teachers can create quizzes or assignments within the program that align with standards their students might be having difficulty with in effort to increase reading and math proficiency.
- **DIBELS--**DIBELS testing is used to track ELL students' progress specifically in reading. Similar to Galileo, DIBELS provides three benchmarks at the beginning, middle and end of the school year specifically for reading fluency. Although DIBELS does not focus extensively on comprehension, it does allow the teacher to identify fluency in reading.

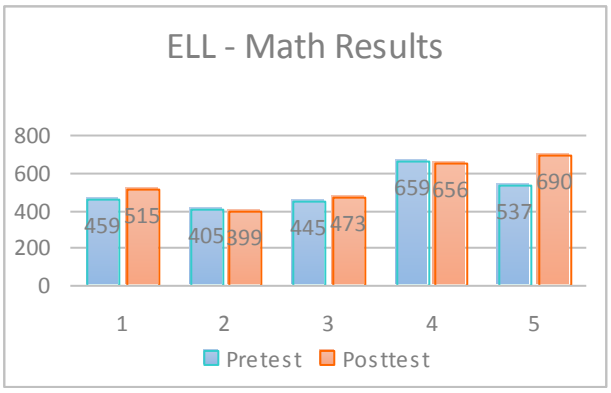
Professional Development

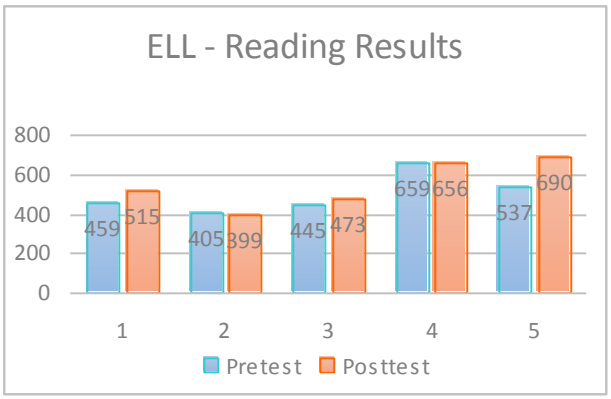
As mentioned in previous sections teachers received professional development.

- How to Identify Potential ELL Students
- Differentiated Instruction and Assessment of ELL students

Due to our ELL population through out all grade levels, at the beginning of the year we had an in-service focused on working with ELL students. The training focused on creating ILLP's and implementing strategies within the classroom designed to help ELL students be more successful in reading and math.

Other professional developments were provided during the school year to the all staff and paraprofessionals on how to instruct ELL students. The coordinator was trained on how to administer the new AZELLA tests provided by the state.





2c. Subgroup FRL

In regard to FRL, the majority of our campus falls into this category. This means that the majority of these students are also within the ELL, Title one, and Special education subgroups. The following is a breakdown of those numbers for each category:

- 95- 98% of our student body qualifies for Free and Reduced breakfast and lunch.
- 4.7% of Avalon Elementary School students are classified as ELL and receiving services via SEI classroom or ILLP
- 12.1% of Avalon Elementary School students are being serviced by the Special Education department.

- 14% of our student population qualifies for the McKinney-Vento Homeless Assistance Act.

As a result many of our intervention efforts have been targeted to meet the needs of these students who qualify. We have a healthy school climate and although there is a high poverty rate, many of our students enjoy school and have a desire to learn and grow.

Curriculum

A majority of our campus qualifies as free and reduced lunch therefore many of the items concerning curriculum have already been mentioned in previous sections. We recognize the need to improve in acquiring a better overall school curriculum program and are currently looking at options that are out there that align with Arizona Common Core standards in reading and math. Our curriculum committee is evaluating two to three options per subject and will look to point out several characteristics to our school board before purchase will be considered. The following questions are what the committee will be asking:

- How closely does this math or reading curriculum align to Arizona Common core standards?
- What does data show in terms of effectiveness in using the proposed curriculum?
- Will the curriculum work with each subgroup within our school community or will other pieces need to be adapted to fit?
- What is the total cost to transition school wide?
- What curriculums are local schools and district using and are they successful?

Once these questions have been answer they will be presented to the director for review then presented to the school board for approval. Once the curriculum has been purchased the director will line up professional developments or trainings during the summer that teach the new program and how to use the curriculum effectively.

Instruction

As mentioned in other sections teachers are required to teach Arizona State and Common core standards to their classes. Teachers are evaluated and observed continuously throughout the year and provided feedback on successes and areas of improvement. Data from Galileo is used in the evaluation process as well as observation. Student data is analyzed to monitor progress and assess whether teachers need additional supports or professional development.

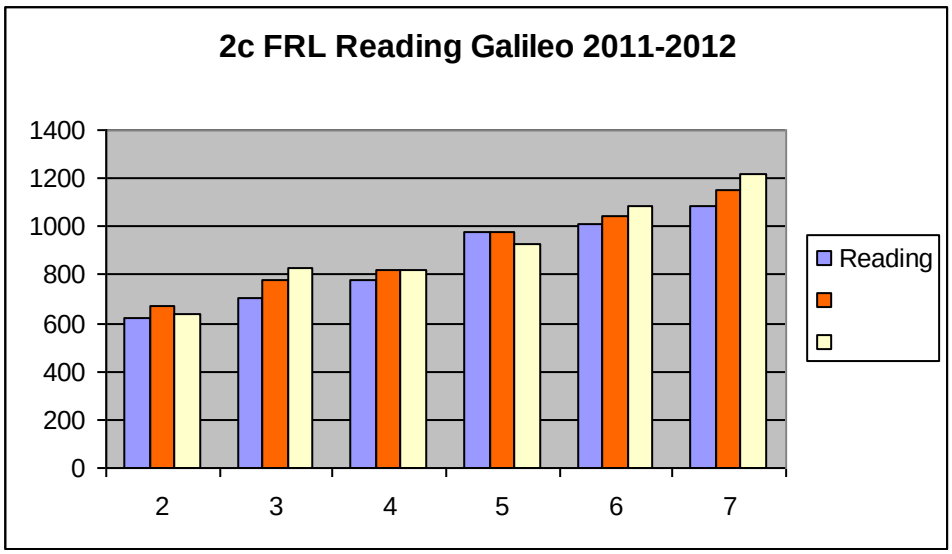
Assessment

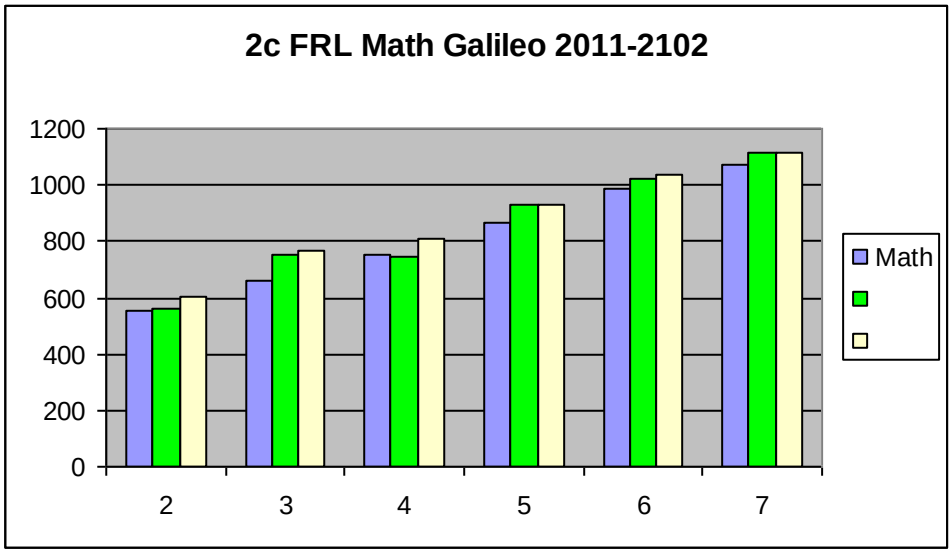
Our school uses a variety of assessments to determine student growth in reading and math. References to these assessments have been made in detail in previous sections. The following are the names of numerous assessments our school uses to monitor and track progress in reading and math:

- AIMS student achievement reports (baseline)
- Galileo (school benchmark and monitoring program)
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
- AZELLA (establish English proficiency ratings)
- Buckle-Down AIMS prep booklets

Professional Development

Throughout the school year our entire school staff has attended several in-services and professional developments that were targeted through a professional development survey sent out earlier in the school year. In the future this will be done sooner and the topics chosen will align more with what AIMS data indicates. Professional development topics will also support the school wide improvement survey as well as teacher input and school wide needs.




2c FRL Math Galileo 2011-2102
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2c. Subgroup SPED

Special Education teacher use many resources and different strategies to meet the students' needs for reading and math. Support in these areas can also be manifested through Science, Social Studies, Daily Living Skills, Functional Academics, General Academics, Careers, Coping Skills, and Social/ Emotional Development subject matter. Multiple resources are used at the teacher's discretion to best facilitate and accentuate learning, provide guided practice, re-teaching, independent practice, and homework assignments.

Curriculum

The special education department uses a variety of recourses for reading and math. Due to the number of students serviced in reading and math (31 total), the variety of ages, and scope of IEP goals, various instructional supports are used by the special education teacher and paraprofessionals to target IEP goals in reading and math. All materials use in the teaching processed are aligned to instruction standards and checked through the submission of lesson plans every week. As with general education teachers the special education department used Galileo to help identify what areas the students need additional support. The Special Education teacher has access to all sped student scores and can create materials to supplement instruction. The Special education department also meets with the general education teachers to verify what standards are being focused on in the classroom. Special education staff can then plan lessons that support the general education teacher and align what is being taught in the classroom. The special education department also reviews grade level curriculum maps and pacing guides to help keep them closely aligned to the general education classroom.

As a result of servicing student K-8th grade the special education department has access to a variety of instructional materials that line up with each grade levels standards. A list of these resources can be found in the appendix however, there are several resources that the sped department uses daily to drive instruction with special needs students.

Due to the variety of functional and informational texts Buckle Down is used frequently as it closely follows the AIMS test format and ability level. Assignments can be modified to the student's ability level and special need. Galileo benchmark tests are also used to work with students as they mimic the AIMS test and provide questions and examples similar to what will be given. The teachers can take problems from these tests and practice them with each student based on their ability level. In this way they are exposed to grade level instruction materials but allowed time to learn at their level.

Instruction

Currently special education department is servicing approximately 31 students in grades K-8th. The special education department has made some changes designed to better meet the needs of our

SPED students. Listed below are some of the changes made this school year that focused on improvement in reading and math:

- Hired certified paraprofessional to help enforce and support the instruction of the certified SPED teacher. The SPED teacher chose to leave during the middle of the school year due to the director's request that he increase the rigor of the SPED program and a new SPED teacher was hired.
- Made the learning environment more conducive to learning by rearranging work areas and strengthening the use of the computer work area. Programs such as Khan Academy were used for those specific students to learn to read phonetically. Other math programs are also used to help students increase their mathematic skills.

Another aspect of instruction we are currently expanding on is our parental involvement. We believe it is a shared responsibility of the school and to work with the students in reading and math.

As a team we believe our students can grow and increase their abilities, regardless of their unique needs. Our parents are a part of this process and in effort to achieve success we are asking our parents to partner with us in educating their child.

We recognize that there are areas of improvement that need to be made in our Special Education department. In addition, we are looking to create a hybrid model of SPED where we do a pull-out/ push-in method for servicing students. This means we will service students through the school day in the Special education class but also push-in the SPED paraprofessionals into the general education classroom to provide direct services to special needs students. The following are strategies we will be implementing to help increase the student performance of our SPED students in math and reading:

- Increase the use of various CBM's (curriculum based measurements) on a weekly basis to monitor student IEP goal progress and use information to write more specific and measurable goals aligned with common core standards.
- Discuss more aide support time in general education classes as a combination of inclusion/resource time.
- Schedule more professional development for teachers regarding ways to collaborate to support SPED in classroom using accommodations /modifications.
- Strengthen RTI model which would support SPED students in areas that not receiving SPED services (Speech student that has difficulty with phonemic issues due to articulation or has receptive/expressive language issues that affects reading comprehension)
- We have contracted with Exceptional Education Services to provide additional support for our Special Education department through professional development.

Assessment

- **IEP Goals and State Standards--**The Special Education teacher uses the computerized Individual Education Plan Program (IEP Pro) to develop student goals. These goals

selected are aligned with the State Standards and Common Core. The state standards were used when writing the goals for the 2011-2012 school year that make up the current Individual Education Plans (IEP). The Special Education department will change to Common Core in the next school year.

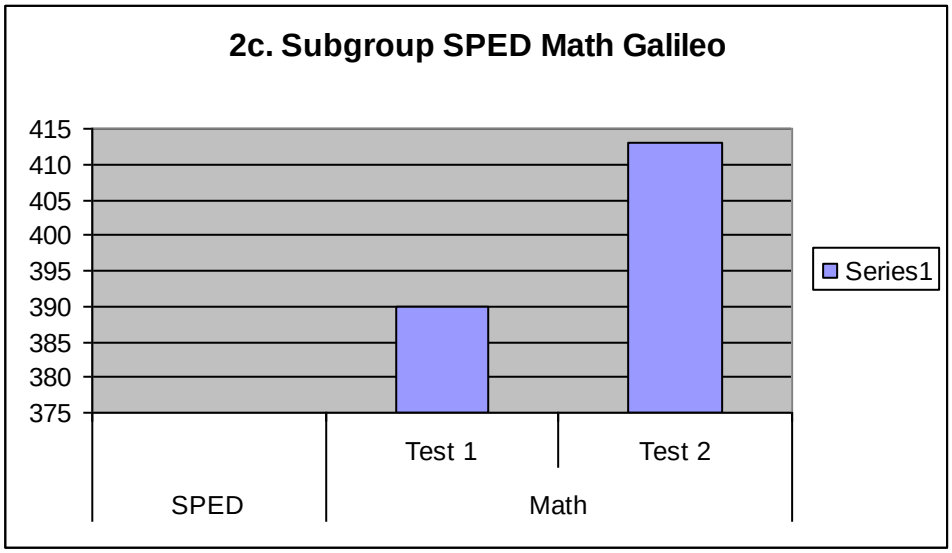
- **Galileo--**The special education department has access to Galileo data, specifically the students that they service. When Galileo was first set up at the beginning of the school year, special education students were entered in as a cohort so that the special education teacher could look at benchmark data in effort to coordinate teaching to meet the IEP goals in reading and math.
- **DIBELS--** DIBELS helps to assess the reading levels of our SPED students and allows the teacher to track progress. Quarterly benchmarks can be established by the teacher to align with IEP goals.

Professional Development

The professional development of the special education teacher is on-going throughout the school year as students with various disabilities are added to the program. The teacher does an excellent job seeking additional information on how to instruct the students beyond the multi-disciplinary evaluation determination. Formal professional development is drawn from what is provided by the Arizona Department of Education as well as other training programs marketed to the schools from various organizations.

- Developing an IEP that aligns to Arizona State standards or Common Core standards
- Individualized training provided by EES in the areas of IEP development and implementation.

We recognize that our classroom teachers need more training on working with special needs students. With the rise of ADD and ADHD, teachers need more training and ideas on modifications in the classroom. We will be providing more opportunities for teachers to receive professional developments and in-services on how to service theses students in their general education classrooms and provide better modifications to push our special needs students to perform at grade level.


2c. Subgroup SPED Math Galileo
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Series1
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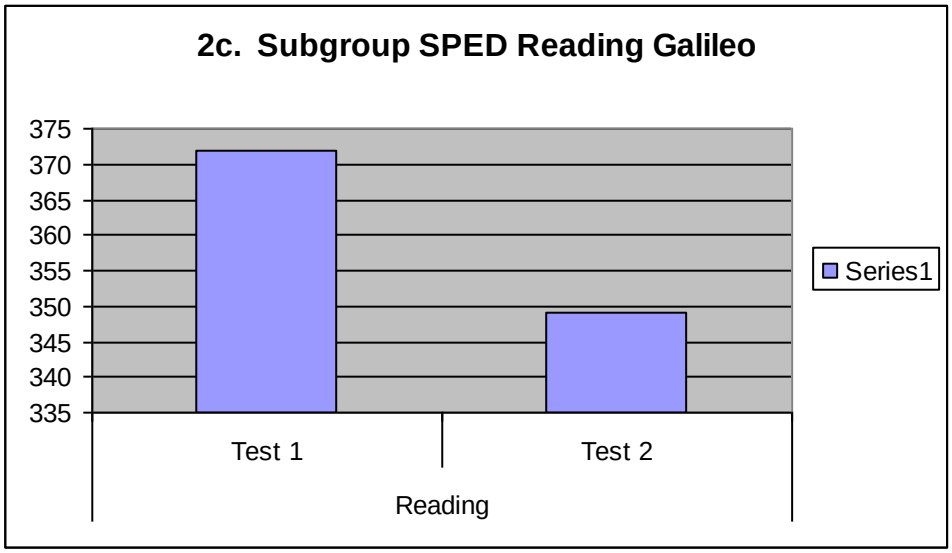
Test 2
SPED
Math


2c. Subgroup SPED Reading Galileo
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Series1
Test 1
Test 2
Reading

3a. State Accountability

We need to improve in a variety of areas as it pertains to math and reading. Even though we received a "D" rating this past school year, our teachers and staff are committed to becoming better and being more effective in the classroom. There are some areas that we can continue to build upon as it relates to our state accountability targets. There is much work to be done in all four categories; curriculum, instruction, assessment, and professional development. In summary, the following are strategies we will be implementing to increase our students' scores and productivity in reading and math.

Curriculum

We recognize that curriculum is a fundamental piece of classroom instruction and that a good curriculum can help the students learning experiences. With the onset of Arizona Common Core we will be looking to enhance materials we already have and purchase new curriculums to help provide better instruction in reading and math. The following are items to point out as it involves curriculum support:

- Curriculum maps will be established before school begins as to provide direction to each grade level as to the standards that will be taught throughout the school year.
- Teachers will continue to use instructional materials that are showing impact and development in reading and math.
- Our curriculum committee will continue to research a reading curriculum that will best support our campus demographics and help us to increase student productivity.
- Our curriculum committee will measure any possible selection of curriculum in reading against our ELL, FRL, and SPED subgroups.
- All curriculum programs that are evaluated by our curriculum committee will be heavily scrutinized as to its effectiveness in Arizona Common Core Standards and student achievement.
- Teachers will continue to align their lessons to Arizona State and Common Core standards first and supplement curriculum as it is available.

Instruction

Instruction is equally as vital as having a good curriculum to use. We will continue to seek highly qualified teachers in all grade levels. A curriculum is only as good as the person who guides the students through the learning process therefore as a school we will continue to evaluate and perfect teaching practices within each grade level in all subject content. With the shift into Arizona Common Core it will be important to have teachers who are well versed in combining content areas and not simply compartmentalizing each subject as a separate topic. The need for a more in-depth understanding of topics will be essential to student development in reading and math. As a

result the following are instructional strategies that we will continue to enforce and promote within our teaching community:

- We will actively continue to hire only highly qualified teachers according to state provided guidelines.
- Before school begins teachers will attend in-services on the expectations and requirements for lesson plans and the procedures for submitting them on a weekly basis.
- All lesson plans K-8th grade are required to contain Arizona Common Core Standards listed under the subject they are teaching and are checked periodically for accountability.
- ELP standards will be listed within teacher lesson plans regardless of whether they have high ELL numbers in their classroom.
- Our SPED department will continue to push our SPED students toward their IEP goals in reading and math at grade level.
- The director performed informal evaluations for each teacher and cross check with their lesson plans to verify standards being taught, posting of learning objectives, and basic class management skills.
- The director provided two formal evaluations per school year fall and spring.
- After several performance reviews teachers who where deemed ineffective did not have their contracts renewed.
- Data will be required as a part of formal evaluations and teachers will be responsible for utilizing school provided evaluation tools to help drive instruction.

Assessment

Avalon Elementary School is committed to providing high quality instruction that is aligned with appropriate data driven assessment measure**s.** Teachers are required to analyze data as provided by a variety of assessment tools in effort to provide classroom instruction that is tailored to overall student needs. The following are the primary assessment tools we will continue to use to guide instruction:

- AIMS testing results will be the primary method of establishing a baseline benchmark for each individual student.
- Galileo--The Galileo post-test given at the end of the previous school year will be combined with the AIMS results and given to each classroom teacher for the upcoming school year to help establish and individual student benchmark. .
- DIBELS- DIBELS testing will continue to be used grades K-6th as a means of monitoring reading fluency progress.

AZELLA testing will continue twice a year to monitor new students, Kindergarten, transfers not tested before, and returning students who qualify as identified on registration PHLOTE and school records.

Professional Development

This school year we have provided in-services with Galileo and ELL training on site. A total of nine other faculty members have attended professional development trainings off-site related to Math and English Language Arts in Arizona Common Core development. These professional development opportunities were train-the-trainer models, meaning in-services will be planned and implemented on site with the remaining teaching staff.

Ultimately, school leadership will determine, based on the scores and feedback provided from teachers, what professional development topics will be covered. A professional development calendar will be created before school begins and given out to teachers before school begins. Additional trainings will be added as the need arises, however, most of the professional development opportunities will align with indicators from the AIMS scores and Galileo benchmarks results. We will also monitor progress within the ELL and SPED departments. Based on our current school dashboard, our school will be targeting professional developments in the following areas:

- Math and math interventions which align with Arizona Common Core. This will align with the curriculum committee's recommended math curriculum.
- Reading and reading interventions which align to Arizona Common Core.
- Math and reading interventions for at-risk students.
- Special Education trainings that promote collaboration between SPED teachers and general education teachers in creating effective accommodations /modifications.
- ELL trainings on providing accommodations/ modifications in the classroom.