International Charter School of Arizona

The International Charter School of Arizona began in the 2012-2013 school year. We began with a very small enrollment but a great governing board, AZCSP funds and a wonderful vision for success. At the end of the first school year we had a letter grade of an 'A'. We used the additional funding to train our teachers and purchase a brand new curriculum that was based on the Common Core standards but that allowed for higher level thinking required by the International Baccalaureate focus in our charter. We were able to hire top notch teachers and train them immediately for student success. We also used the additional funding to train our governing board to lead us in the direction of providing high quality academics for our students. After the first year, having spent quite a bit on marketing, we were forced to find another location when the first location was rented out to another charter school. We are currently in our second year of operations having added additional grade levels last summer and finding a new home. We are now joining together with another charter school and blending our philosophy with theirs while continuing to provide the excellent education for our students we have done thus far and will continue to do. The joining with the additional charter school occurred in October of 2013. A majority of students, due to the distance from our first location are all new to our campus. Of the students who had enrolled a large percentage were either home schooled or private schooled previously.

The following narratives on Curriculum, Instruction, Assessment and Professional Development address sections 1a, 1b, 2a, and 2b.

Curriculum

Language Arts

For the 2012-2013 and 2013-2014 school years ICSA was a new school and decisions for curriculum were determined by the administration prior to the opening of the school. Curriculum was teacher created based on the curriculum map provided by the Wheatley Project (http://commoncore.org/maps/). Hillcrest took over in the middle of the 2013-2014 school year and continued with this model based on the previous years state grade of an A. For each of the Grade levels the administration had purchased chapter books suggested in the Appendix of the Common Core Standards as resources. Weekly lesson plans were submitted to monitor standards being taught.

Moving forward in the 2014-2015 school year, with this new administration of International Charter School along with the administration of Hillcrest Academy, it was determined that Beyond Textbooks (BT) will be the Scope and Sequence by which this district will follow. This decision was made after our administrations attended a 'Gaining the Vision' workshop provided by BT in which data for the effectiveness of the Scope and Sequence was presented. Beyond Textbooks is a process by which teachers from the Vail District have created a calendar of all the standards in a year, by grade level, the length of time they take to cover, and the components that teachers must have covered in order for the standards to be mastered. Beyond Textbooks is a method and a plan for ensuring that all AZCCRS are met and mastery can be achieved. Beyond Textbooks has mapped out Science, Social Studies, Math and English Language Arts for all grade levels. With this calendar teachers receive an unwrapped standard document with the standard in student friendly

language. Also included with BT are lesson plans, worksheets, presentations, assessments, interventions and activities submitted by teachers from 90 different school districts across the state that are accessible to ICSA teachers.

ICSA teachers will be provided the BT Scope and Sequence to determine what standards to teach, when to teach them, and for how long. Lesson plans will be either taken from the documents shared by all the BT partners or can be teacher-created as long as they align to the appropriate rigor contained in the Scope and Sequence. In order to ensure that this is implemented universally across all grades and classrooms, teachers are required to submit lesson plans weekly and are subject to informal observations where the implementation of standards is monitored.

After every three to five day lesson a formative assessment will be given to check for mastery. Four out of five questions correct on the assessment is considered mastery and those students will move to an enrichment level of that standard. Those students who do not master the standard are moved into a re-teach level where additional instruction on that standard is given. This system allows us not only to ensure individual student mastery (with an emphasis on the bottom 25%), but also evaluate the effectiveness of the lesson and identify any gaps in instruction. This provides the teachers the ability to revise the curriculum as needed.

Math

The previous administration initially chose textbooks for the 2012-2013 school year from Pearson that were aligned with the Common Core standards. Pearson Math Common Core; Course 1, 2 and 3, Algebra I, Geometry, and Algebra II with the ELL and Intervention supplements provided by the publisher. ICSA was an A graded school when the new administration took over so we continued with that model. Teachers followed the lesson plan outline provided in the teacher manual. Weekly lesson plans were submitted to monitor standards being taught.

Moving forward for the 2014-2015 school year the Beyond Textbooks system described for language arts is consistent with what will be practiced for math.

Instruction

Our strategy for instruction is to improve students' academic achievement through instructional methods that require high levels of critical thinking by the student. Our requirement for teachers is that Inquiry-based lessons will dominate instructional strategies, thus the teacher begins a lesson with a question, not a statement. This allows the students to search for information and learn on their own with the teacher's guidance. The instructional environment will be designed so students

- willingly engage in an exploration process
- raise questions, propose explanations, and use observations.
- plan and carry out learning activities.
- communicate using a variety of methods.

For 2012-2013 and 2013-2014 school year, lesson plans were collected every Friday for the following week and checked by administration. These lesson plans were aligned to the Wheatley Project for Language Arts and Pearson lesson plan outline for math. Lesson plans included the standards that were being taught. To monitor instructional effectiveness observations and evaluations were completed for the 2012-2013 school year.

For the 2014-2015 school year Beyond Textbooks includes an 'Unwrapped Document' which outlines the standard being taught, duration and rigor, utilizes student-friendly language, and what mastery of a standard means. Administration will continuously access these unwrapped documents in order to compare with lesson plans and monitor the integration of standards through informal and formal observations. The method for observations and evaluations to be utilized the 2014-2015 school year is the Arizona Framework for Measuring Educator Effectiveness developed by the Arizona Department of Education. All administration attended a workshop provided by ADE for the implementation of this framework.

Assessment

Our strategy for assessment is to use it to guide instruction (formative) and to evaluate the data learned from the results to inform curriculum, instruction, and professional development (summative). All of our formative assessments are designed to provide the immediate, explicit feedback useful for helping teacher and student during the learning process.

Teachers who engage in formative assessments give continual, explicit feedback to students and assist them in answering the following questions:

1. Where am I going?
2. Where am I now?
3. How can I close the gap between the two?

In order to show students how to close the gap between where they are academically and where they want to be, teachers must help students evaluate their progress in the learning process and give them explicit, descriptive feedback specific to the learning task.

A list of formative assessments we use is:

- Observations
- Questioning
- Discussion
- Exit/Admit Slips
- Learning/Response Logs (blogs)
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Kinesthetic Assessments (labs)
- Quizzes

For our summative assessments we use:

- Galileo benchmark assessments
- Chapter Tests
- Semester long Projects
- AIMS.

For the 2012-2013 and half of the 2013-2014 school there was not a formal summative assessment in place other than AIMS. Upon receiving the AIMS scores in June of 2013 we analyzed them based on the Common Core expectations of success using the increased Lexile levels presented in Appendix A of the ACCRS. Using the correlation formula from ADE we estimated the success in 2012 and 2013 of the students being on track for success on the new assessment in reading using their existing scores but using the increased rigor of the Common Core requirement. The students in all caps were the prior year students while the students not in all caps were students that transferred in during the 2013-2014 school year. The students with no data had no prior test history to give us an indication of their current level. We used this data at the beginning of the year to choose books and assignments that would challenge students.

Current Lexile Reading Levels based on AIMS 2103 Score This years students

FirstName	Student Grade	Performance	2013	Lexile Level	2013 on track	Previous	2012	Lexile Level	2012 on track
[redacted]	6	M	542	1080	TRUE	E	548	1113	TRUE
[redacted]	7	M	541	1074	TRUE	M	488	775	FALSE
[redacted]	7	M	547	1108	TRUE	M	531	1018	TRUE
[redacted]	8	M	546	1102	TRUE	M	521	961	TRUE
[redacted]	8	M	503	860	FALSE	M	489	781	FALSE
[redacted]	5	M	509	894	TRUE	n/a	0	0	
[redacted]	5	M	484	753	TRUE	M	471	679	TRUE
[redacted]	6	M	511	905	TRUE	M	459	612	TRUE
[redacted]	7	n/a	0	0		n/a	0	0	
[redacted]	7	M	495	815	TRUE	M	491	792	TRUE
[redacted]	7	n/a	0	0		n/a	0	0	
[redacted]	8	n/a	0	0		n/a	0	0	
[redacted]	8	A	454	584	FALSE	A	405	307	FALSE
[redacted]	8	M	514	922	TRUE	M	520	956	TRUE

When the new administration took over halfway into the school year Galileo was instituted. Galileo is aligned to the AZCCRS and was used, although in a shortened window of time, as a measure of growth between a Pre-Test, two Benchmark assessments, and a Post-Test. With only four teachers, they would meet with the administrator to analyze Galileo data after each benchmark. These assessments were summative, all standards were assessed at each benchmark to show growth.

The data on Galileo changed dramatically with the post test. Looking at the risk assessment after the second benchmark gave little concern. After the post test the concern became apparent. Unfortunately the post test was given after AIMS was already administered. Below are the Galileo risk assessment analysis after benchmark #2 compared to the post test risk assessment analysis for the 2013-2014 school year. The data is presented by grade level and is both reading and math. For example by comparing the 8th grade Reading risk assessment results, out of 5 students after the 2nd benchmark there would have been three on track to meet on AIMS and two approaching. After the post test risk assessment results we had only two on course to meet, one approaching and two falls far below. This translated to 67% passing for 8th grade reading on the 2014 AIMS test. After the second benchmark this was anticipated to be greater. This trend is consistent through out the grade levels as seen below.

Galileo Results Reading 2013-2014

Reading 5

Students	2013-14 ATI AZ Reading 05 Gr. _Pretest-IE	2013-14 ATI AZ Reading 05 Gr. CBAS #1	2013-14 ATI AZ Reading 05 Gr. CBAS #2	Risk Assessment
[redacted]	1025 (MS)	979 (MS)	22	On Course (minimal risk)
[redacted]	844 (AS)	979 (MS)	24	Low Risk

Students	2013-14 ATI AZ Reading 05 Gr. _Pretest-IE	2013-14 ATI AZ Reading 05 Gr. CBAS #1	2013-14 ATI AZ Reading 05 Gr. CBAS #2	2013-14 ATI AZ Reading 05 Gr. Posttest-IE	Risk Assessment
[redacted]	1025 (MS)	979 (MS)	933 (MS)	1073 (MS)	On Course (minimal risk)
[redacted]	844 (AS)	979 (MS)	959 (MS)	917 (MS)	On Course (minimal risk)

Reading 6

Students	2013-14 ATI AZ Reading 06 Gr. _Pretest-IE	2013-14 ATI AZ Reading 06 Gr. CBAS #1	2013-14 ATI AZ Reading 06 Gr. CBAS #2	Risk Assessment
[redacted]	947 (AS)	964 (AS)	---	Moderate Risk
[redacted]	1134 (MS)	1145 (MS)	---	On Course (minimal risk)
[redacted]	1096 (MS)	---	---	On Course (minimal risk)
[redacted]	1108 (MS)	1145 (MS)	19	On Course (minimal risk)
[redacted]	1059 (MS)	915 (AS)	14	Low Risk

Students	2013-14 ATI AZ Reading 06 Gr. _Pretest-IE	2013-14 ATI AZ Reading 06 Gr. CBAS #1	2013-14 ATI AZ Reading 06 Gr. CBAS #2	2013-14 ATI AZ Reading 06 Gr. Posttest-IE	Risk Assessment
[redacted]	1108 (MS)	1145 (MS)	990 (AS)	1197 (MS)	Low Risk
[redacted]	1059 (MS)	915 (AS)	926 (AS)	938 (FFB)	High Risk

Reading 7

Students	2013-14 ATI AZ Reading 07 Gr. _Pretest-IE	2013-14 ATI AZ Reading 07 Gr. CBAS #1	2013-14 ATI AZ Reading 07 Gr. CBAS #2 *Only raw score available*	Risk Assessment
[redacted]	1144 (MS)	---	---	On Course (minimal risk)
[redacted]	1108 (MS)	---	---	On Course (minimal risk)
[redacted]	1047 (AS)	958 (FFB)	14	Moderate Risk
[redacted]	1047 (AS)	1052 (AS)	---	Moderate Risk
[redacted]	1120 (MS)	1127 (MS)	18	On Course (minimal risk)
[redacted]3	1225 (MS)	1064 (AS)	---	Low Risk

Students	2013-14 ATI AZ Reading 07 Gr. _Pretest-IE	2013-14 ATI AZ Reading 07 Gr. CBAS #1	2013-14 ATI AZ Reading 07 Gr. CBAS #2	2013-14 ATI AZ Reading 07 Gr. Posttest-IE	Risk Assessment
[redacted]	1047 (AS)	958 (FFB)	1010 (FFB)	991 (FFB)	High Risk
[redacted]	1047 (AS)	1052 (AS)	---	1051 (AS)	High Risk
[redacted]	1120 (MS)	1127 (MS)	1060 (AS)	1136 (AS)	Moderate Risk
[redacted]	1225 (MS)	1064 (AS)	---	1328 (MS)	Low Risk

Reading 8

Students	2013-14 ATI AZ Reading 08 Gr. _Pretest-IE	2013-14 ATI AZ Reading 08 Gr. CBAS #1	2013-14 ATI AZ Reading 08 Gr. CBAS #2 *Only raw score available*	Risk Assessment
[redacted]	1234 (MS)	1183 (AS)	---	Low Risk
[redacted]	1380 (MS)	1224 (AS)	33	Low Risk
[redacted]	1125 (FFB)	1131 (FFB)	19	Moderate Risk
[redacted]	1341 (MS)	1278 (MS)	29	On Course (minimal risk)
[redacted]	1198 (AS)	1157 (FFB)	9	Moderate Risk

Students	2013-14 ATI AZ Reading 08 Gr. _Pretest-IE	2013-14 ATI AZ Reading 08 Gr. CBAS #1	2013-14 ATI AZ Reading 08 Gr. CBAS #2	2013-14 ATI AZ Reading 08 Gr. Posttest-IE	Risk Assessment
[redacted]	1234 (MS)	1183 (AS)	---	1238 (AS)	Moderate Risk
[redacted]	1380 (MS)	1224 (AS)	1364 (MS)	1366 (MS)	Low Risk
[redacted]	1125 (FFB)	1131 (FFB)	1178 (AS)	1162 (FFB)	High Risk
[redacted]	1341 (MS)	1278 (MS)	1308 (MS)	1149 (FFB)	Low Risk
[redacted]	1198 (AS)	1157 (FFB)	1056 (FFB)	1088 (FFB)	High Risk

Reading 9

Students	2013-14 ATI AZ Reading 09 Gr. _Pretest-IE	2013-14 ATI AZ Reading 09 Gr. CBAS #1 *Only raw score available*	Risk Assessment
[redacted]	1302 (MS)	22	On Course (minimal risk)
[redacted]	1490 (MS)	18	On Course (minimal risk)
[redacted]	1384 (MS)	24	On Course (minimal risk)
[redacted]	1384 (MS)	23	On Course (minimal risk)

Students	2013-14 ATI AZ Reading 09 Gr. _Pretest-IE	2013-14 ATI AZ Reading 09 Gr. CBAS #1	2013-14 ATI AZ Reading 09 Gr. Posttest-IE	Risk Assessment
[redacted]	1302 (MS)	1338 (MS)	1237 (AS)	Low Risk
[redacted]	1490 (MS)	1286 (AS)	1388 (MS)	Low Risk
[redacted]	1384 (MS)	1365 (MS)	1237 (AS)	Low Risk

Galileo Math Results 2013-2014

Math 5

Students	2013-14 ATI AZ Math 05 Gr. _Pretest-IE	2013-14 ATI AZ Math 05 Gr. CBAS #1 *Only raw score available*	2013-14 ATI AZ Math 05 Gr. CBAS #2 *Only raw score available*	Risk Assessment
[redacted]	924 (AS)	23	19	Moderate Risk
[redacted]	876 (AS)	21	13	Moderate Risk

Students	2013-14 ATI AZ Math 05 Gr. _Pretest-IE	2013-14 ATI AZ Math 05 Gr. CBAS #1	2013-14 ATI AZ Math 05 Gr. CBAS #2	2013-14 ATI AZ Math 05 Gr. Posttest-IE	Risk Assessment
[redacted]	924 (AS)	927 (AS)	893 (FFB)	717 (FFB)	High Risk
[redacted]	876 (AS)	903 (FFB)	822 (FFB)	907 (FFB)	High Risk

Math 6

Students	2013-14 ATI AZ Math 06 Gr. _Pretest-IE	2013-14 ATI AZ Math 06 Gr. CBAS #1 *Only raw score available*	2013-14 ATI AZ Math 06 Gr. CBAS #2 *Only raw score available*	Risk Assessment
[redacted]	947 (FFB)	13	---	Moderate Risk
[redacted]	900 (FFB)	22	---	Moderate Risk
[redacted]3	1163 (ES)	---	---	On Course (minimal risk)
[redacted]	1126 (MS)	24	6	On Course (minimal risk)
[redacted]	1032 (AS)	13	19	Moderate Ris

Students	2013-14 ATI AZ Math 06 Gr.	2013-14 ATI AZ Math 06	2013-14 ATI AZ Math 06	2013-14 ATI AZ Math 06 Gr.	Risk

	_Pretest-IE	Gr. CBAS #1	Gr. CBAS #2	Posttest-IE	Assessment
[redacted]	1126 (MS)	1119 (MS)	881 (FFB)	1143 (MS)	Low Risk
[redacted]	1032 (AS)	973 (FFB)	1037 (AS)	917 (FFB)	High Risk

Math 7

Students	2013-14 ATI AZ Math 07 Gr. _Pretest-IE	2013-14 ATI AZ Math 07 Gr. CBAS #1 *Only raw score available*	2013-14 ATI AZ Math 07 Gr. CBAS #2 *Only raw score available*	Risk Assessment
[redacted]	1241 (ES)	---	---	On Course (minimal risk)
[redacted]	1190 (MS)	---	---	On Course (minimal risk)
[redacted]	1078 (AS)	19	12	Moderate Risk
[redacted]	1041 (FFB)	10	20	Moderate Risk
[redacted]	1241 (ES)	22	18	On Course (minimal risk)
[redacted]	1178 (MS)	12	18	On Course (minimal risk)

Students	2013-14 ATI AZ Math 07 Gr. _Pretest-IE	2013-14 ATI AZ Math 07 Gr. CBAS #1	2013-14 ATI AZ Math 07 Gr. CBAS #2	2013-14 ATI AZ Math 07 Gr. Posttest-IE	Risk Assessment
[redacted]	1078 (AS)	1123 (AS)	1033 (FFB)	1027 (FFB)	High Risk
[redacted]	1041 (FFB)	1012 (FFB)	1130 (AS)	996 (FFB)	High Risk
[redacted]	1241 (ES)	1161 (MS)	1105 (AS)	1124 (AS)	Moderate Risk
[redacted]	1178 (MS)	1035 (FFB)	1105 (AS)	1192 (MS)	Moderate Risk

Math 8

Students	2013-14 ATI AZ Math 08 Gr. _Pretest-IE	2013-14 ATI AZ Math 08 Gr. CBAS #1	2013-14 ATI AZ Math 08 Gr. CBAS #2 *Only raw score available*	Risk Assessment
[redacted]	1179 (AS)	1244 (MS)	9	Low Risk
[redacted]	1384 (ES)	1351 (ES)	26	On Course (minimal risk)
[redacted]	1204 (MS)	1258 (MS)	11	On Course (minimal risk)
[redacted]	1252 (MS)	1244 (MS)	19	On Course (minimal risk)
[redacted]	1288 (MS)	1189 (AS)	11	Low Risk

Students	2013-14 ATI AZ Math 08 Gr. _Pretest-IE	2013-14 ATI AZ Math 08 Gr. CBAS #1	2013-14 ATI AZ Math 08 Gr. CBAS #2	2013-14 ATI AZ Math 08 Gr. Posttest-IE	Risk Assessment
[redacted]7	1179 (AS)	1244 (MS)	1099 (FFB)	1182 (FFB)	Moderate Risk
[redacted]	1384 (ES)	1351 (ES)	1308 (MS)	1346 (ES)	On Course (minimal risk)
[redacted]	1204 (MS)	1258 (MS)	1121 (FFB)	1267 (MS)	Low Risk
[redacted]	1252 (MS)	1244 (MS)	1222 (AS)	1267 (MS)	Low Risk
[redacted]	1288 (MS)	1189 (AS)	1121 (FFB)	1065 (FFB)	High Risk

Moving forward in the 2014-2015 school year Beyond Textbooks provides, after every three to five day lesson, a formative assessment will be given to check for mastery. Four out of five questions correct on the assessment is considered mastery and those students will move to an enrichment level of that standard. Those students who do not master the standard are moved into a re-teach level where additional instruction on that standard is given. This system allows us not only to ensure individual student mastery (with a focus on the bottom 25%), but also evaluate the effectiveness of the lesson and identify any gaps in instruction. This provides the teachers the ability to revise the curriculum as needed.

Beyond Textbooks has also partnered with Galileo and has developed additional formative assessments according to the Scope and Sequence and are administered every quarter. These formative assessments assess the standards covered during that quarter. The Galileo pre and post-tests will still be administered as a summative assessment to monitor growth. Teachers are made aware of the quarterly assessments based on the calendar provided by BT.

Professional Development

Our strategy for improving professional development is to use it to raise teachers to the proficiency level where they can actively challenge students to achieve higher academic growth. At the beginning of the year the teachers and administration created a calendar for professional development. This calendar was based on the AIMS scores, acquiring Galileo and our being an IB school. We also added grade levels and changed locations over the summer so we were aware needs could change and we needed to leave an opening for additional trainings. We had 2 weeks prior to school starting of training as well. These included the mandatory SPED training, a data training on the AIMS data, and a refresher course on Common Core standards.

Professional Development Calendar

August 9	Faculty Meeting
August 16	IB Collaboration Meeting
August 23	Professional Development Survey and creating the Plan
August 30	Free to work on Lesson Plans
September 6	Faculty Meeting
September 13	Incorporating Technology into your Curriculum
September 20	IB Collaboration
September 27	How to use Galileo
October 4	Parent Teacher Conferences
October 18	Faculty Meeting
October 25	Running reports in Galileo
November 1	IB Collaboration
November 8	Faculty Meeting
November 15	Data driven decision making
November 22	Meeting for Providing Intervention
December 6	Faculty Meeting
December 13	Meet with Principal, All lesson plans and Assessments organized and labelled for governing board review
January 6	FULL DAY TRAININGS COMMON CORE
January 10	Faculty Meeting
January 17	IB Planning and Collaboration
January 24	Evaluated benchmarks in Galileo
January 31	Free
February 7	Faculty Meeting
February 14	Reading Strategies for AIMS prep
February 21	Math Strategies for AIMS prep
February 28	Testing Meeting
March 7	Parent Teacher Conferences
March 21	Faculty Meeting
March 28	IB Collaboration
April 4	
April 11	Faculty Meeting
April 18	IB Collaboration
April 25	
May 2	IB Project Evaluation and Presentation by Staff
May 9	Evaluate end of year data for Governing Board Presentation
May 16	End of Year Meeting, Inventory Sheets, Wrap up

For the 2014-2015 school year Professional Development has been determined by the administration. Several new systems are being implemented, Beyond Textbooks, Galileo (continuing), and the Arizona Framework for Measuring Educator Effectiveness. The general plan for this upcoming year is built around these new systems. Every Friday this upcoming year is a half-day and will be utilized by the administration to implement the PD plan which allows for specified PD designed around weaknesses identified by teacher observations and data. Follow-up observations using the new Arizona Framework will be used to monitor effective implementation of those strategies.

2c. Subgroup ELL

We have had no ELL students for the past two years. Academically we have purchased the supplements to our curriculum for ELL learners where available and all teachers are SEI endorsed. Moving forward, as our school grows additional resources needed will be purchased as needed. Beyond Textbooks has some materials available for ELL students as well.

2c. Subgroup FRL

We have had no FRL students in the past two years who have stayed with us for the first 40 days. We did have two enroll last year but they were transported in from a distance and the drive was prohibitive. Those students were provided additional time after school and on Fridays for remediation. IB is a project based curriculum and instructional method that allow for students to succeed on their ability level and challenges them to constantly improve. We have established remediation time on Fridays and all teachers tutor every day after school for 30 minutes. All students are invited to take advantage of this opportunity.

During January of 2014 one of our students became homeless. This created a unique need as they were living in their car and unable to access our online textbooks. We made accommodations for the family by giving the student additional time to complete assignments and time on a computer during our half day to complete assignments.

2c. Subgroup SPED

We have had the same two SPED students for the last two years because of the small population we received a non-rating. Our SPED students are doing very well and both showed growth this year and last. We have a half hour after school that each are provided after school tutoring by the content area teachers. One of the student's goals are organizational and the other student has math goals. All teachers were provided copies of their IEPs with the goals and as we are a full inclusion environment these students receive the majority of their needs met in the least restrictive environment. These students both MET in reading last year.

We were audited on our Special Education process and compliance as well as our adaptations for goals, teaching and curriculum and received no findings and an accommodation for our good works.

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 (2 total), the variety of ages, and scope of IEP goals, various instructional supports are used by the special education teacher to target IEP goals in reading and math. All materials used in the teaching process are aligned to instruction standards and checked through the submission of lesson plans every week. 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 then plans 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. Assignments are modified to the student's ability level and special need.

Instruction

Currently special education department is servicing two students. Our School embraces the philosophy of full inclusion, believing that special education students can best be educated in the regular classroom. Our teachers accept responsibility for all students in their classroom and modify, accommodate and adjust teaching techniques and classroom activities to meet the unique learning abilities of all students. Special education staff supports the regular classroom teacher with this process. There are not two distinctly different types of students, e.g. "special" and "regular". All students are individuals with their own unique set of physical, intellectual and psychological characteristics that influence their instructional needs. There are not two discrete sets of instructional methods – one set for "special" students and another for "regular" students. Individualized instructional programs are designed for each student.

- Inclusion is the underlying philosophy by which all students are educated.
- All students are educated with chronologically age appropriate peers.
- All students are educated full time in the general education classroom.
- All students learn and develop individually and the curriculum is modified or adapted to allow students to progress at their individual rates. Students are not penalized for the inability to progress at grade level.
- General education teachers assume responsibility to teach and meet the cognitive, affective and social needs of all students with special education teachers and staff providing support.

Assessment

IEP Goals and State Standards

The Special Education teacher uses the Individual Education Plan 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 2013-2014 school year that make up the current Individual Education Plans (IEP's). The Special Education department will change to Common Core in the next school year.

3. State Accountability

3a. State Accountability

Our letter grade for the 2012-2013 school year was an 'A'. We have a primarily new student body based on our new location. Our extremely small size and our ability to work with students on a personal level using the same curriculum that enabled us to be successful the first year as well as our current Galileo scores indicated we would again be an A.

Now that the letter grade for the 2013-2014 school year has been determined, our school dropped to a 'C'. A drop in our Growth Percentage was the largest contributor to the decrease in grade.

Aims Test Spring 2013 analyzed for standards in curriculum and for use in supplementing curriculum where gaps are identified. The following reading and math evaluations allowed the teacher to see exactly how many questions were answered correctly by strand and concept. This analysis helped us to determine where students did not score as high and then resulted in the school changing either the curriculum or the instruction based on the analysis. Using the Strand 1 results we determined that teachers need to focus more on rigor in teaching the standards as opposed to changing what they taught. This is the information and data we gave to teachers when we completed the summer 2013 inservice.

Instructional Analysis Tool

Subject Grade level **Students Meeting Standards**		Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Area of Focus
I	85%-100% Provide aligned enrichment; extend learning						IS- Instructional Strategies
I	70%-84% Spend more quality time on instructional strategies to yield greater results	5-77% 6-73% 8-72%					LE – Learning engagement
C	50%-69% Analyze instructional strategies to determine most effective teaching methods	7-69%					SLE – Student learning environment
C	35%-49% Coordinate curriculum objectives across grade levels, making sure all objectives are being taught						T1 – teacher objective present and identified T2 – Objective on target and on level
C	Below 35% The curriculum has not been taught or does not exist						T3 – lower level of taxonomy. T4 – text and materials aligned to achieving the objective.

Reading 2013

5th Grade

Strands/Concepts	Number Possible	Average	Percent Average
Strand 1: Reading Process	12	9.2	77%
Concept 4: Vocabulary	6	4.4	73%
Concept 6: Comprehension	6	4.8	80%
Strand 2: Comprehending Literary Text	17	10.4	61%
Concept 1: Elements of Literature	17	10.4	61%
Strand 3: Comprehending Informational Text	25	17.6	70%
Concept 1: Expository Text	13	9	69%
Concept 2: Functional Text	6	4.6	77%
Concept 3: Persuasive Text	6	4	67%
Total	54	37.2	69%

6th grade Reading

Strands/Concepts	Number Possible	Average	Percent Average
Strand 1: Reading Process	12	8.82	73%
Concept 4: Vocabulary	6	4.91	82%
Concept 6: Comprehension	6	3.91	65%
Strand 2: Comprehending Literary Text	17	12.45	73%
Concept 1: Elements of Literature	17	12.45	73%
Strand 3: Comprehending Informational Text	25	17.64	71%
Concept 1: Expository Text	13	8.09	62%
Concept 2: Functional Text	6	4.82	80%
Concept 3: Persuasive Text	6	4.73	79%
Total	54	38.91	72%

7th Grade Reading

Strands/Concepts	Number Possible	Average	Percent Average
Strand 1: Reading Process	12	8.25	69%
Concept 4: Vocabulary	6	4.25	71%
Concept 6: Comprehension	6	4	67%
Strand 2: Comprehending Literary Text	17	11.5	68%
Concept 1: Elements of Literature	13	8.25	63%
Concept 2: Historical and Cultural Aspects of Literature	4	3.25	81%
Strand 3: Comprehending Informational Text	25	19.25	77%
Concept 1: Expository Text	12	9	75%
Concept 2: Functional Text	7	6.25	89%
Concept 3: Persuasive Text	6	4	67%
Total	54	39	72%

8th Grade Reading

Strands/Concepts	Number Possible	Average	Percent Average
Strand 1: Reading Process	9	6.5	72%
Concept 4: Vocabulary	3	2	67%
Concept 6: Comprehension	6	4.5	75%
Strand 2: Comprehending Literary Text	18	13.5	75%
Concept 1: Elements of Literature	14	10	71%
Concept 2: Historical and Cultural Aspects of Literature	4	3.5	88%
Strand 3: Comprehending Informational Text	27	21	78%
Concept 1: Expository Text	13	10	77%
Concept 2: Functional Text	8	6	75%
Concept 3: Persuasive Text	6	5	83%
Total	54	41	76%

Math

5th Grade Math

Strands /Concepts	**Number Possible**	**Average**	**Percent Average**
Strand 1: Number and Operations	**25**	15.4	62%
Concept 1: Number Sense	11	6	55%
Concept 2: Numerical Operations	10	7.2	72%
Concept 3: Estimation	4	2.2	55%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	12	8.2	68%
Concept 1: Data Analysis	4	2.6	65%
Concept 2: Probability	4	3	75%
Concept 3/4: Systematic Listing and Counting/Vertex-Edge Graphs	4	2.6	65%
Strand 3: Patterns, Algebra and Functions	11	6.6	60%
Concept 1: Patterns	4	1.6	40%
Concept 3/4: Algebraic Representations/Analysis of Change	7	5	71%
Strand 4: Geometry and Measurement	10	6.2	62%
Concept 1: Geometric Properties	5	3	60%
Concept 4: Measurement	5	3.2	64%
Strand 5: Structure and Logic	9	6.4	71%
Concepts 1/2: Algorithms/Logic, Reasoning, Problem Solving, Proof	9	6.4	71%
Total	67	42.8	64%

6th Grade Math

Strands /Concepts	**Number Possible**	Average	Percent Average
Strand 1: Number and Operations	**23**	12.73	55%
Concept 1: Number Sense	9	6.27	70%
Concept 2: Numerical Operations	10	4.18	42%
Concept 3: Estimation	4	2.18	55%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	12	6.55	55%
Concept 1: Data Analysis	4	2.36	59%
Concept 2: Probability	4	1.91	48%
Concept 3/4: Systematic Listing and Counting/Vertex-Edge Graphs	4	2.27	57%
Strand 3: Patterns, Algebra and Functions	11	7.91	72%
Concept 1/2: Patterns/ Functions and Relationships	4	2.91	73%
Concept 3/4: Algebraic Representations/Analysis of Change	7	5.00	71%
Strand 4: Geometry and Measurement	13	8.45	65%

Concept 1/2: Geometric Properties/ Transformation of Shapes	4	2.09	52%
Concept 3: Coordinate Geometry	4	3.00	75%
Concept 4: Measurement	5	3.36	67%
Strand 5: Structure and Logic	9	5.45	61%
Concept 1/2: Algorithms/Logic, Reasoning, Problem Solving, Proof	9	5.45	61%
Total	68	41.00	60%

7th Grade Math

Strands /Concepts	**Number Possible**	**Average**	**Percent Average**
Strand 1: Number and Operations	**17**	10.25	60%
Concept 1: Number Sense	5	2.5	50%
Concept 2: Numerical Operations	8	5.25	66%
Concept 3: Estimation	4	2.5	63%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	13	7.5	58%
Concept 1: Data Analysis	4	2.75	69%
Concept 2: Probability	5	2.75	55%
Concept 3/4: Systematic Listing and Counting/Vertex-Edge Graphs	4	2	50%
Strand 3: Patterns, Algebra and Functions	13	7.25	56%
Concept 1/2: Patterns/ Functions and Relationships	4	2.5	63%
Concept 3/4: Algebraic Representations/Analysis of Change	9	4.75	53%
Strand 4: Geometry and Measurement	15	10.25	68%
Concept 1/2: Geometric Properties/ Transformation of Shapes	9	6.25	69%
Concept 4: Measurement	6	4	67%
Strand 5: Structure and Logic	10	6.5	65%
Concept 1/2: Algorithms/Logic, Reasoning, Problem Solving, Proof	10	6.5	65%
Total	68	41.75	61%

8th Grade Math

Strands /Concepts	**Number Possible**	Average	Percent Average
Strand 1: Number and Operations	12	8	67%
Concept 1: Number Sense	4	2	50%
Concept 2: Numerical Operations	4	3	75%
Concept 3: Estimation	4	3	75%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	12	9.5	79%
Concept 1: Data Analysis	4	4	100%
Concept 2: Probability	4	3	75%
Concept 3/4: Systematic Listing and Counting/Vertex-Edge Graphs	4	2.5	63%
Strand 3: Patterns, Algebra and Functions	18	14	78%
Concept 1/2: Patterns/ Functions and Relationships	6	6	100%
Concept 3: Algebraic Representations	8	6	75%
Concept 4: Analysis of Change	4	2	50%
Strand 4: Geometry and Measurement	16	10	63%
Concept 1: Geometric Properties	4	2	50%
Concept 2: Transformation of Shapes	4	3	75%
Concept 3: Coordinate Geometry	4	3	75%
Concept 4: Measurement	4	2	50%
Strand 5: Structure and Logic	10	8	80%
Concepts 1/2: Algorithms/Logic, Reasoning, Problem Solving, Proof	10	8	80%
Total	68	49.5	73%

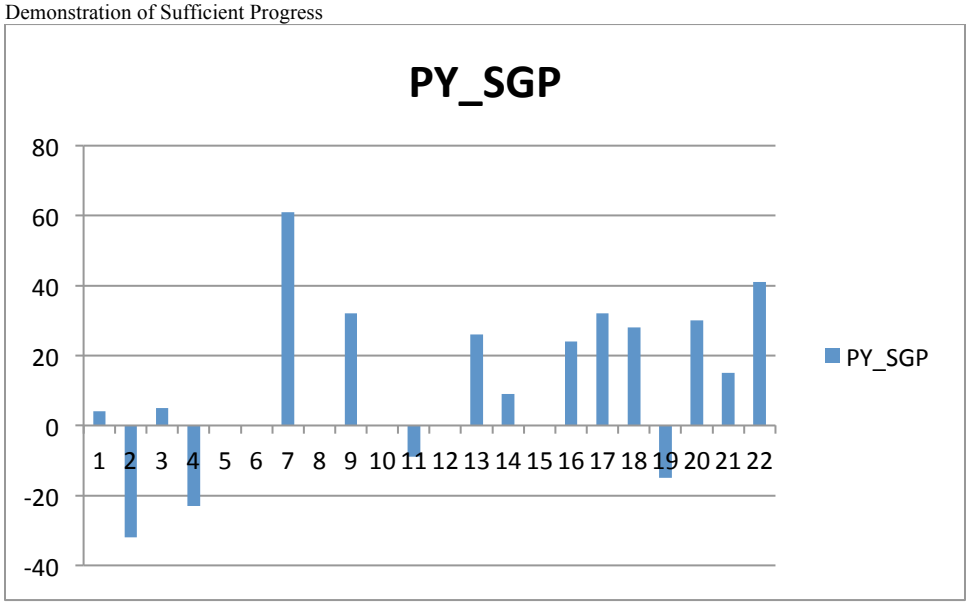
AIMS Pretest Given in January: The first school year we had no Galileo assessment. Our focus was to get data that would aid in instruction and allow teachers to see where students were in the mastery of concepts. We administered the

AIMS practice tests to all students. The results are below. This assessment and the results were given to each teacher to use in remediation or after school tutoring for students significantly behind. There were three math students who stayed behind in an attempt to master the standards; one in 5th grade, one in eighth grade and one in sixth grade. The 8th grade student left before the final AIMS and the 6th grade student is an ESS student.

5TH GRADE					
NAME	**WRITING**	**READING**		**MATH**	
XXXX	7/9	24/28	86%	18/33	55%
XXXX	7/9	25/28	89%	11/33	33%
XXXXX	9/9	28/28	100%	28/33	85%
XXXXXXX	5/9	18/28	64%	13/33	39%
XXXXXXXXX	7/9	22/28	79%	14/33	42%
XXXX	4/9	17/28	61%	11/33	33%
6TH GRADE					
NAME	**WRITING**	**READING**		**MATH**	
XXXXXXX	5/9	24/27	89%	20/34	59%
XXXXXXX	3/9	9/27	33%	4/34	12%
XXXXXXXXXX	6/9	22/27	81%	18/24	75%
XXXXXX	6/9	17/27	63%	6/34	18%
XXXXXX	7/9	23/27	85%	18/24	75%
XXXXXXX	8/9	21/27	78%	20/34	59%
XXXXXXXXXX	6/9	24/27	89%	17/34	50%
XXXXXXXX	6/9	19/27	70%	11/34	32%
XXXXXXX	7/9	19/27	70%	18/24	75%
XXXXXXXX	5/9	13/27	48%	9/34	26%
XXXXXX	7/9	21/27	78%	16/34	47%
7TH GRADE					
NAME	**WRITING**	**READING**		**MATH**	
XXXXX	6/9	21/26	81%	30/34	88%
XXXXXXX	6/9	22/26	85%	25/34	74%
XXXXXX	8/9	20/26	77%	23/34	68%
XXXX	5/9	13/26	50%	11/33	32%
XXXX	5/9	17/26	65%	17/33	50%
8TH GRADE					
NAME	**SCIENCE**	**READING**		**MATH**	
XXXXXX	12/28	22/27	81%	11/34	32%
XXXXXXXX	17/28	18/27	67%	27/34	79%
XXXXXX	13/28	20/27	74%	14/34	41%

		2013 Traditional Elementary School (5-8)		
1. Growth		Measure	Points Assigned	Weight
1a. SGP	**Math**	52	75	25
	Reading	60	75	25
1b. SGP Bottom 25%	**Math**	NR	0	0
	Reading	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight
2a. Percent Passing	**Math**	71 / 62.8	75	11.25
	Reading	94 / 79.8	100	11.25
2b. Composite School Comparison	**Math**	5.1	75	11.25
	Reading	11.6	75	11.25
2c. Subgroup ELL	**Math**	NR / 0	0	0
	Reading	NR / 0	0	0
2c. Subgroup FRL	**Math**	NR / 0	0	0
	Reading	NR / 0	0	0
2c. Subgroup SPED	**Math**	NR / 0	0	0
	Reading	NR / 0	0	0
3. State Accountability		Measure	Points Assigned	Weight
3a. State Accountability		A	100	5
Overall Rating		Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		79.06		100

Based on the growth only pertaining to one section of the dash board and the test scores remaining higher than state average and making all AMO's it will be interesting to see our completed dashboard for 2014 when it is available.



As part of our preparation for 2013-2014 we looked at current year growth but did not put nearly the weight on its importance as we should have. All of our focus was on mastery of standards for individual test scores as those were the areas we had the data for and the instructional measure for.

In October of 2013 we acquired the Galileo assessment. We immediately did a teacher training on using, reading the data and creating their own assessments. Teachers were excited to get this tool and we began the pretest immediately. We had time for two more benchmarks through the year before the post test was given after AIMS. The results below were the assessments on the Common Core standards during the year, the addendum regarding the scores including the post test are at the end.

High School Addendum to Address Plan

Course Offerings	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Language A	**English Language Arts** (Reading, Composition, Speaking)	**English Language Arts** (Reading, Composition, Speaking)	**English Language Arts** (Reading, Composition, Speaking)	**English Language Arts** (Reading, Composition, Speaking)	**English Language Arts** (Reading, Composition, Speaking)	**English Language Arts** (Reading, Composition, Speaking)
Language B	**Spanish Level I and II** (Speaking, Reading, Composition, & Culture)	**Spanish Level I and II** (Speaking, Reading, Composition, & Culture)	**Spanish Level I and II** (Speaking, Reading, Composition, & Culture))	**Spanish Level I and II** (Speaking, Reading, Composition, & Culture)	**Spanish Level I and II** (Speaking, Reading, Composition, & Culture)	**Spanish Level I and II** (Speaking, Reading, Composition, & Culture)
Math	**Math**	**Math**	**Pre-Algebra**	**Algebra 1**	**Geometry**	**Pre Calculus**
Science	**Integrated Science**	**Earth & Space Science**	**Life Science**	**Introduction Physics & Chemistry**		**Biology**
Humanities	**American Studies I** (Geography, Government, Economics and History of Earliest Native American cultures to the Civil War)	**Global Studies I** (Geography, Government, Economics and History of earliest cultures through the Enlightenment)	**American Studies II** (Geography, Government, Economics and History of the Civil War through the Great Depression)	**Civics** (Geography, Government, Economics and the Contemporary world)	**Global Studies** (Geography, Government, Economics and the Contemporary world	**World History** (Geography, Government, Economics and History of earliest European and Middle Eastern cultures)
Arts	Visual Arts	Visual Arts	Visual Arts	Visual Arts	Visual Arts	Visual Arts
PE	**PE 5**	**PE 6**	**PE 7**	**PE 8**	**PE 9**	**PE 10**
Technology	**Technology 5** (Clean World)	**Technology 6** (The Last Frontier)	**Technology 7** (CEO World)	**Technology 8** (Robot World)	**Technology** (Engineering)	**Technology** (Impact on Humanity)

ICSAZ will offer all core courses for graduation including English, Algebra 1, Geometry, Algebra 2, Pre-Calculus, Social Studies (Government, Economic, World History and United States History), Sciences (Biology, Chemistry, Physics, Earth Science), and electives including Foreign Language, Physical Education, Visual Arts, and Technology. As a Middle School we have chosen to hire teachers with their certification in Grades 7 through 12. We also provide IB MYP training for all teachers the summer before teaching begins. This will enable us to use the current staff and expand their job descriptions, for any class requiring specific highly qualified status we will hire a teacher to fill that position.

English 9, Advanced Level 1 CreditGrade 9

English 9 is designed to meet the needs of the advanced student by presenting enriched materials in an accelerated manner. It is the first in a four-year series in the MYP International Baccalaureate Program and is essential for building a background of knowledge necessary for IB Language A1. This course is designed for students who have advanced abilities in grammar, composition, and reading. Content includes accelerated coverage of grammar, vocabulary, and advanced composition. Students will also have the opportunity for creative writing. The expansive reading program, which includes selections from both American and world literature, will emphasize analysis, synthesis, and critical thinking. In addition, students will be required to complete a research paper according to MLA guidelines.

English 10, Advanced Level 1 CreditGrade 10

Prerequisite: English 9.Adv. Level

English 10 is designed to meet the needs of the advanced student by presenting enriched materials in an accelerated manner. It is considered an MYP IB course and is essential for building a background of knowledge necessary for IB Language A1. Because of the nature of the IB requirements, students will be required to combine American and world literature into a single year of study. Emphasis will be placed on critical and creative thinking through writing and class discussion. In addition, language skills including vocabulary development, grammar, research, and analysis are integrated into the course. Students will be required to read and respond to several ancillary works both during the summer preceding the class as well as throughout the school year. Students will be required to complete a research paper according to MLA guidelines. This course will focus on the skills and knowledge necessary for successful admission and completion of IB Language A1 requirements.

A1 Language 1 CreditGrade 11

Prerequisite: English 10. Adv. Level

IB Language A1 is a two-year course following prescribed guidelines of the International Baccalaureate Program. *Advanced Placement English 11* (Language and Composition) is a college level course of English composition, language, and literature designed for highly motivated students who have demonstrated exceptional skills in English. Works studied include those outlined in the course description as established by College Entrance Exam Board with an emphasis on British literature, rhetorical structures, and the modes of discourse (narrative, descriptive, expository, and argumentative). In addition, this course follows the Prescribed World Literature List and fulfills the required externally assessed papers and oral commentaries. Summer (or ancillary) reading is required.

A1 Language 1 CreditGrade 12

Prerequisite: English 11.

IB Language A1 is a two-year course following prescribed guidelines of the International Baccalaureate Program. *Advanced Placement English 12* (Literature and Composition) is a college level course of English composition, language, and literature designed for highly motivated students who have demonstrated exceptional skills in English. The works studied include those outlined in the course description as established by the College Entrance Exam Board with an

emphasis on world literature, literacy analysis, and creative writing. In addition, this course follows the Prescribed World Literature List and fulfills the required externally assessed papers and oral commentaries. Students are expected to sit for IB formal oral exams (externally assessed) and are expected to sit for IB written exams. Summer (or ancillary) reading is required, and students are expected to take the International Baccalaureate Exam for possible college credit.

Algebra I, Advanced Level 1Credit Grade 9

MYP IB Algebra I is the first course in the study of the fundamentals of algebra. The curriculum includes operation and properties of real numbers, solving equations using the properties of equality, operations with polynomials, factoring polynomials, operations with fractions, introduction to linear functions and quadratic functions, solving systems of linear equations, solving inequalities, applying the properties of irrational numbers, and solving quadratic equations.

Geometry, Advanced Level 1 CreditGrade 9 - 10

Prerequisite: Pre-AP Algebra I. or Algebra I Advanced Level

Geometry, a basic Euclidean approach to geometry, is a balance of theory and application. The understanding of proof and the ability to write proofs are major goals in the study of geometry. Algebraic skills are reviewed and strengthened through application to solving problems in geometry. Topics covered include parallel lines, parallelograms, congruent triangles, similar triangles, right triangles, circles, area and perimeter of polygons, and surface area and volume of solids. The course also includes trigonometry, constructions and loci, coordinate geometry, and transformations.

Algebra II 1 CreditGrade 9- 10

Prerequisite: Pre-AP Algebra I or Algebra I Advanced Level

Algebra II is a rigorous in-depth study and extension of the topics covered in *Algebra I*. Topics included are the study of quadratic functions, nth degree polynomials using graphical and analytical methods, exponential and logarithmic functions, conic sections, matrices, complex numbers, elementary trigonometry, and probability and statistics. A graphing calculator is used as a tool to facilitate the understanding of the above topics.

Pre-calculus 1 Credit Grade 10-11

Prerequisite: Geometry and Algebra II.

Pre-calculus covers the topics of trigonometry including graphs, applications, polar coordinates and vectors. Also covered are the advanced mathematical concepts of conic sections, matrices, functions, theory of equations, complex numbers, logarithms, series, permutations and combinations, and probability and statistics. Scientific and graphing calculators are used throughout the course. This course is designed to provide a solid background for the study of calculus at the high school or college level.

Math Studies (SL) IB Discrete Mathematics 1 Credit Grade 11-12

Prerequisite: Pre-calculus

Math Studies SL is offered as an alternate to *Mathematics* and assumes knowledge of the topics covered in *Pre-calculus*. In this course, topics include matrices, systems of equations, linear programming, series, sets and Venn diagrams, permutations and combinations, probability and statistics. Emphasis is placed on mathematical concepts. Course work incorporates the use of graphing calculators and/or computers. An in-depth review for the International Baccalaureate Math Studies SL Exam is the focus of the fourth quarter of study.

Graduation Requirements

ICSAZ grants a diploma with the successful completion of 22 credit hours and passing of the AIMS exam. Students transferring will have their transcripts analyzed for comparable required classes and the requisite number of credits for graduating. ICSAZ will give comparable credit for comparable classes. Classes that are not comparable to our high standards will be given elective credit. Passing all portions of the AIMS test is required for graduation. Students seeking the IB diploma must pass the IB exam in six areas taken during the Junior and Senior year of High School. Students need to receive a grade of 'C' or above for any transfer grade and for credit as a core in our curriculum. Any grade earned below a 'C' for a course and the course will count as an elective credit only.

Credits for Graduation:

English	4
Mathematics	4
Science	3 Must be lab sciences
Arizona/US History	1
Government/Economics	1
World History	1
CTE	1
Fine Arts	1
Foreign Language	4
Electives	2
Total Credits	*22*

New Analysis and Data as of August 2014

ICSA received their data back from the 2013-2014 school years. The new letter grade went from an A to a C. The data upon evaluation is as such: The test grades for all grades 5 through 8 overall went down 10 percentage points but remained high at 72% while the state of Arizona average for the same grades was 70.375%. Students passed the Reading assessment at a 89.5% passing rate (the state of Arizona was 79%) and math at 53.75% passing rate (the state of Arizona was 61.75%). In 5th grade, 2 students were assessed. One student met and one approached for a 75% passing. In the 6th grade 2 students were assessed. One student exceeded and one student approached for a 67% passing rate. We also decrease in total number of students being assessed overall. Only 10 student were FAY students. Of these 10 tested 2 were Special Ed with a disability in math. We were successful in our Annual Measurable Objectives. We did receive our 3 FFB points but did not receive any ELL points as we have no ELL students.

Students in grades 5 through 8 were tested and compared from year one to year two.

Number of FAY Students Tested

Grade Level	2013	2014
5	5	2
6	11	2
7	4	2
8	2	4

Percent of Students Passing Reading and Math

Grade Level	2013 Reading	2013 Math	2014 Reading	2014 Math
5	100	100	100	75
6	90	70	92	67
7	100	67	100	40
8	100	50	67	33
Total Combined	**82%**		**72%**	

The area that decreased the most and affected the letter grade was student growth. We dramatically decreased in student growth over both assessments. The DSP was originally written in February and at that time we had done the Galileo pretest and two benchmarks. After that time we completed the post test, but not until after the AIMS had already been administered. After the second benchmark in Math we changed the schedule on Fridays to include an extra hour of math for our at risk students and an hour of enhancement for our on level students. This alternate Friday schedule was continued until AIMS and then we reverted back to the traditional time schedule. We also conducted an in-service on incorporating more reading and writing into all content areas.

Median Percentile Rank of Growth

Grade Level	2013 Reading	2013 Math	2014 Reading	2014 Math
5	60	50	30	38
6	57.5	42	46	42
7	51.5	32	44	54
8	52	72.5	22	47
Total Combined	56%		42.5%	

Current Year Risk Assessment on Galileo

The data on Galileo changed dramatically with the final post test in Math. Looking at the risk assessment after the second benchmark did not give near the concerns it gave after the post test. Unfortunately for the teachers that was not soon enough. Below are the Galileo assessments at the end of the year with all data included. The data is presented by grade level and is both reading and math.

Students	2013-14 ATI AZ Reading 05 Gr. _Pretest-IE	2013-14 ATI AZ Reading 05 Gr. CBAS #1	2013-14 ATI AZ Reading 05 Gr. CBAS #2	2013-14 ATI AZ Reading 05 Gr. Posttest-IE	Risk Assessment
[redacted]	1025 (MS)	979 (MS)	933 (MS)	1073 (MS)	On Course (minimal risk)
[redacted]	844 (AS)	979 (MS)	959 (MS)	917 (MS)	On Course (minimal risk)

Students	2013-14 ATI AZ Math 05 Gr. _Pretest-IE	2013-14 ATI AZ Math 05 Gr. CBAS #1	2013-14 ATI AZ Math 05 Gr. CBAS #2	2013-14 ATI AZ Math 05 Gr. Posttest-IE	Risk Assessment
[redacted]	924 (AS)	927 (AS)	893 (FFB)	717 (FFB)	High Risk
[redacted]	876 (AS)	903 (FFB)	822 (FFB)	907 (FFB)	High Risk

Students	2013-14 ATI AZ Reading 06 Gr. _Pretest-IE	2013-14 ATI AZ Reading 06 Gr. CBAS #1	2013-14 ATI AZ Reading 06 Gr. CBAS #2	2013-14 ATI AZ Reading 06 Gr. Posttest-IE	Risk Assessment
[redacted]	1108 (MS)	1145 (MS)	990 (AS)	1197 (MS)	Low Risk
[redacted]	1059 (MS)	915 (AS)	926 (AS)	938 (FFB)	High Risk

Students	2013-14 ATI AZ Math 06 Gr. _Pretest-IE	2013-14 ATI AZ Math 06 Gr. CBAS #1	2013-14 ATI AZ Math 06 Gr. CBAS #2	2013-14 ATI AZ Math 06 Gr. Posttest-IE	Risk Assessment
[redacted]	1126 (MS)	1119 (MS)	881 (FFB)	1143 (MS)	Low Risk

[redacted]	1032 (AS)	973 (FFB)	1037 (AS)	917 (FFB)	High Risk

Students	2013-14 ATI AZ Reading 07 Gr. _Pretest-IE	2013-14 ATI AZ Reading 07 Gr. CBAS #1	2013-14 ATI AZ Reading 07 Gr. CBAS #2	2013-14 ATI AZ Reading 07 Gr. Posttest-IE	Risk Assessment
[redacted]	1047 (AS)	958 (FFB)	1010 (FFB)	991 (FFB)	High Risk
[redacted]	1047 (AS)	1052 (AS)	---	1051 (AS)	High Risk
[redacted]	1120 (MS)	1127 (MS)	1060 (AS)	1136 (AS)	Moderate Risk
[redacted]	1225 (MS)	1064 (AS)	---	1328 (MS)	Low Risk

Students	2013-14 ATI AZ Math 07 Gr. _Pretest-IE	2013-14 ATI AZ Math 07 Gr. CBAS #1	2013-14 ATI AZ Math 07 Gr. CBAS #2	2013-14 ATI AZ Math 07 Gr. Posttest-IE	Risk Assessment
[redacted]	1078 (AS)	1123 (AS)	1033 (FFB)	1027 (FFB)	High Risk
[redacted]	1041 (FFB)	1012 (FFB)	1130 (AS)	996 (FFB)	High Risk
[redacted]	1241 (ES)	1161 (MS)	1105 (AS)	1124 (AS)	Moderate Risk
[redacted]	1178 (MS)	1035 (FFB)	1105 (AS)	1192 (MS)	Moderate Risk

Students	2013-14 ATI AZ Reading 08 Gr. _Pretest-IE	2013-14 ATI AZ Reading 08 Gr. CBAS #1	2013-14 ATI AZ Reading 08 Gr. CBAS #2	2013-14 ATI AZ Reading 08 Gr. Posttest-IE	Risk Assessment
[redacted]	1234 (MS)	1183 (AS)	---	1238 (AS)	Moderate Risk

[redacted]	1380 (MS)	1224 (AS)	1364 (MS)	1366 (MS)	Low Risk
[redacted]	1125 (FFB)	1131 (FFB)	1178 (AS)	1162 (FFB)	High Risk
[redacted]	1341 (MS)	1278 (MS)	1308 (MS)	1149 (FFB)	Low Risk
[redacted]	1198 (AS)	1157 (FFB)	1056 (FFB)	1088 (FFB)	High Risk

Students	2013-14 ATI AZ Math 08 Gr. _Pretest-IE	2013-14 ATI AZ Math 08 Gr. CBAS #1	2013-14 ATI AZ Math 08 Gr. CBAS #2	2013-14 ATI AZ Math 08 Gr. Posttest-IE	Risk Assessment
[redacted]	1179 (AS)	1244 (MS)	1099 (FFB)	1182 (FFB)	Moderate Risk
[redacted]	1384 (ES)	1351 (ES)	1308 (MS)	1346 (ES)	On Course (minimal risk)
[redacted]	1204 (MS)	1258 (MS)	1121 (FFB)	1267 (MS)	Low Risk
[redacted]	1252 (MS)	1244 (MS)	1222 (AS)	1267 (MS)	Low Risk
[redacted]	1288 (MS)	1189 (AS)	1121 (FFB)	1065 (FFB)	High Risk

Students	2013-14 ATI AZ Reading 09 Gr. _Pretest-IE	2013-14 ATI AZ Reading 09 Gr. CBAS #1	2013-14 ATI AZ Reading 09 Gr. Posttest-IE	Risk Assessment
[redacted]	1302 (MS)	1338 (MS)	1237 (AS)	Low Risk
[redacted]	1490 (MS)	1286 (AS)	1388 (MS)	Low Risk
[redacted]	1384 (MS)	1365 (MS)	1237 (AS)	Low Risk
[redacted]	1384 (MS)	1352 (MS)	---	On Course (minimal risk)

Students	2013-14 ATI AZ Math HS Algebra I _Pretest-IE	Risk Assessment
[redacted]	1394 (FFB)	Moderate Risk
[redacted]	1469 (MS)	On Course (minimal risk)
[redacted]	1369 (FFB)	Moderate Risk
[redacted]	1369 (FFB)	Moderate Risk

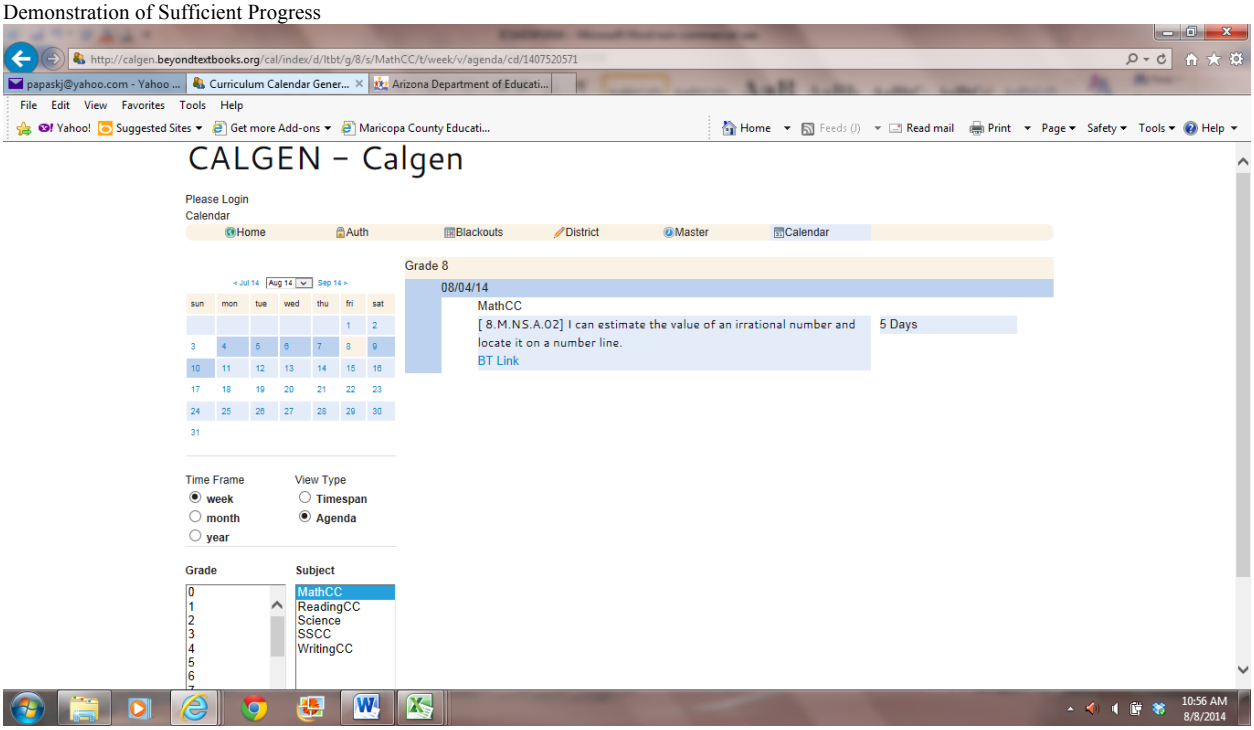
The overall test scores and percentage passing for the school remained high. The fact that six students had no prior test scores of 18 because of private school attendance and home schoolers resulted in less students being evaluated for their growth. In 8th grade of 6 tested; 4 had no documented growth in reading; and 2 had no documented growth in math. This created a need to look at Galileo for test scores and comparison of pre and posttest as well as concept level data to determine why the reduction in growth.

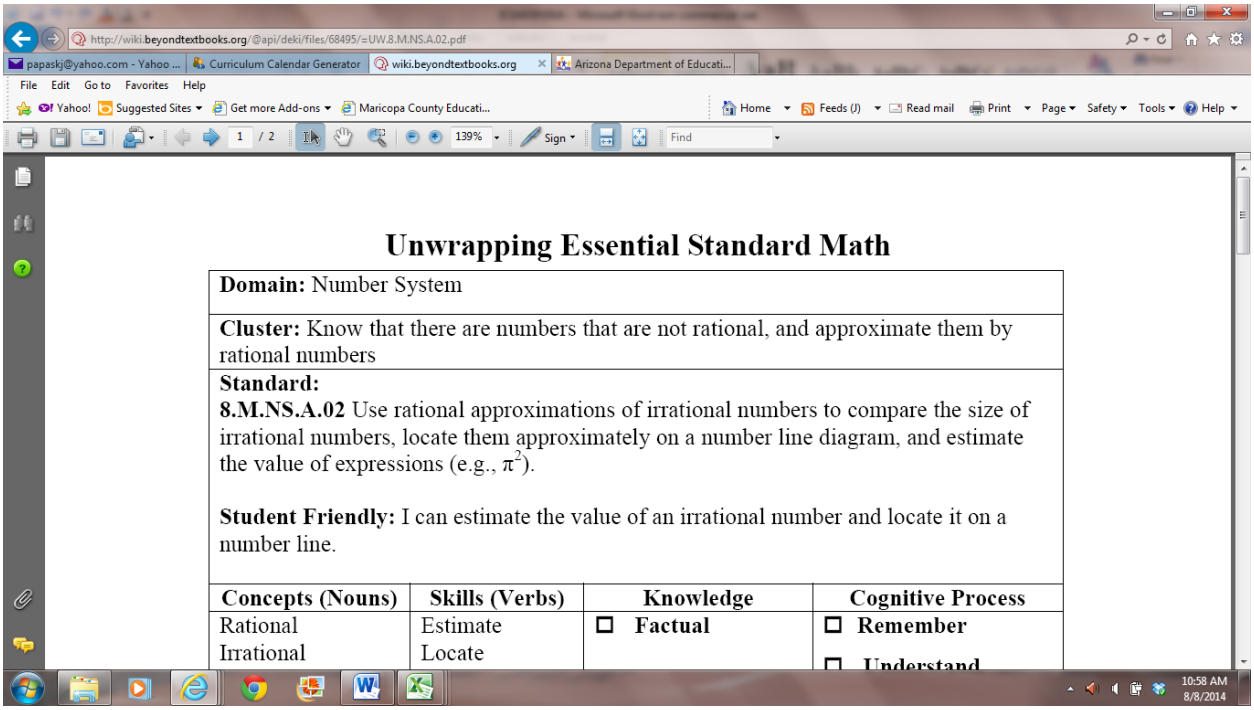
Studying this growth has resulted in an alternate plan this year for curriculum, instruction, assessment, remediation and professional development. As of June 2014 we have purchased Beyond Textbooks from the Vail School District.

Curriculum:

Beyond Textbooks is a process by which teachers from Vail have created a calendar of all standards in a year by grade level, the length of time they take to cover and the components that teachers must have covered in order for the standards to be mastered. Beyond Textbooks is not a curriculum but rather a method and a plan for ensuring that all AZCCRS are met and mastery can be achieved. Beyond Textbooks has mapped out Science, Social Studies, Math and English Language Arts for all grade levels. With this calendar teachers receive an unwrapped standard document with the standard in student friendly language.

Calendar:





Unwrapping Essential Standard Math

Domain: Number System
Cluster: Know that there are numbers that are not rational, and approximate them by rational numbers
Standard: **8.M.NS.A.02** Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). **Student Friendly:** I can estimate the value of an irrational number and locate it on a number line.

Concepts (Nouns)	Skills (Verbs)	Knowledge	Cognitive Process
Rational Irrational	Estimate Locate	☐ **Factual**	☐ **Remember** ☐ **Understand**

Assessment:

Each standard has a 5 question summative assessment that has three multiple choice questions and two extended response questions. This format is meant to emulate the skills necessary for the new formative assessment that will be given every year to give students. The requirement is that students must have 4 to 5 questions answered correctly or attend remediation the next week for 30 minutes a day. We have also purchased Galileo again but this time we purchased it according to the standards calendar to evaluate the continued mastery of concepts and to ensure students are on grade level.

Professional Development:

Part of the acquisition to Beyond Textbooks is the requirement that all staff be thoroughly trained on its usage and implementation. We have participated in leadership training and have participated in a training for the teachers by Vail District. We will participate in more trainings this year.

Monitoring Instruction:

The curriculum calendar and alignment to Galileo allows student achievement tracking to be continuous and obvious. Our Governing Board is currently considering evaluation requirements that include student achievement.

The letter grade did decrease. Student growth is responsible. The school needs to improve on tracking growth as well as the academic. The school has moved a third time in three years. No students are continuing on next year due to the distance of the move. Beginning this year with the new building it will be possible to track growth over time and by grade.