Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Imagine Desert West Middle, Inc.
School Name: Imagine Desert West Middle
Date Submitted: June 13, 2014
Academic Dashboard: FY2013

Required for: Expansion Request – Enrollment Cap
Initial Evaluation Completed: August 13, 2014
Final Evaluation Completed: September 3, 2014

I = Result after initial evaluation
S = Result after evaluation of information collected from the site visit

			Initial Evaluation	Final Evaluation
Measure	**Acceptable**	**Not Acceptable**	**Comments**	**Comments**
1a. Student Median Growth Percentile (SGP) *Math*	**S**	**I**	**Curriculum:** This area is initially scored as Meets. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a curriculum to increase student growth in Math on ACCR Standards. **Instruction:** This area is initially scored as Meets. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math. **Assessment:** This area is initially scored as Meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Math. **Professional Development:** This area is initially scored as Falls Far Below. The narrative	**Curriculum:** This area is scored as Meets. The DSP provides evidence of a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The DSP provides evidence of a system that demonstrates that the school implemented a curriculum to increase student growth in Math on ACCR Standards. **Instruction:** This area is scored as Meets. The DSP provides evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math. **Assessment:** This area is scored as Meets. The DSP provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of a system that demonstrates that the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Math. **Professional Development:** This area is scored as Meets. The DSP provides evidence of a comprehensive professional development plan that is aligned with teacher learning

			describes the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student growth in Math because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation which would have demonstrated a comprehensive professional development plan that was developed to address teacher learning needs and areas of high importance, demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, and demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** No data or analysis of data was provided to demonstrate increased student growth in Math. Data must demonstrate improvement as compared to prior years.	needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The DSP provides evidence of a system that demonstrates the school implemented a professional development plan to increase student growth in Math. **Data: D**ata and analysis of data was provided to demonstrate increased student growth in Math as compared to prior years.
1a. Student Median Growth Percentile (SGP) *Reading*	**S**	**I**	**Curriculum:** This area is initially scored as Meets. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a curriculum to increase student growth in Reading on ACCR Standards. **Instruction:** This area is initially scored as Meets. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading. **Assessment:** This area is initially scored as Meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments,	**Curriculum:** This area is scored as Meets. The DSP provides evidence of a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The DSP provides evidence of a system that demonstrates that the school implemented a curriculum to increase student growth in Reading on ACCR Standards. **Instruction:** This area is scored as Meets. The DSP provides evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading. **Assessment:** This area is scored as Meets. The DSP provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments,

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1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*	**S**	**I**	**Curriculum:** This area is initially scored as Meets. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a curriculum to increase student growth in Math on ACCR Standards for students in the bottom 25%. **Instruction:** This area is initially scored as Approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration	**Curriculum:** This area is scored as Meets. The DSP provides evidence of a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The DSP provides evidence of a system that demonstrates that the school implemented a curriculum to increase student growth in Math on ACCR Standards for students in the bottom 25%. **Instruction:** This area is scored as Meets. The DSP provides evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and

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1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*	**S**	**I**	**Curriculum:** This area is initially scored as Meets. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a curriculum to increase student growth in Reading on ACCR Standards for students in the bottom 25%. **Instruction:** This area is initially scored as Approaches. 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			ACCR Standards for Math. **Professional Development:** This area is initially scored as Falls Far Below. The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Math because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation which would have demonstrated a comprehensive professional development plan that was developed to address teacher learning needs and areas of high importance, demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, and demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math. Data must demonstrate improvement as compared to prior years.	**Professional Development:** This area is scored as Meets. The DSP provides evidence of a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The DSP provides evidence of a system that demonstrates the school implemented a professional development plan to increase student proficiency in Math. **Data: D**ata and analysis of data was provided to demonstrate increased student proficiency in Math as compared to prior years.
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2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*	**S**	**I**	**Curriculum:** This area is initially scored as Meets. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a curriculum to increase student proficiency in Math on ACCR Standards for ELL students, FRL students, and students with disabilities as compared to similar schools. **Instruction:** This area is initially scored as Approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards	**Curriculum:** This area is scored as Meets. The DSP provides evidence of a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The DSP provides evidence of a system that demonstrates that the school implemented a curriculum to increase student proficiency in Math on ACCR Standards for ELL students, FRL students, and students with disabilities as compared to similar schools. **Instruction:** This area is scored as Meets. The DSP provides evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards

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The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Math for ELL students, FRL students, and students with disabilities because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation which would have demonstrated a comprehensive professional development plan that was developed to address teacher learning needs and areas of high importance, demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs. **Data:** No data and analysis of data was provided to demonstrate increased student	checklists, data review teams, and standards-based assessments. 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The DSP provides evidence of a system that demonstrates the school implemented a professional development plan to increase student proficiency in Math for ELL students, FRL students, and students with disabilities as compared to similar schools. **Data: D**ata and analysis of data was provided to demonstrate increased student proficiency in Math for ELL students, FRL students, and students with disabilities as compared to prior years.

			proficiency in Math for ELL students. Limited data and analysis of data was provided to demonstrate increased student proficiency in Math for students with disabilities. Data must be disaggregated for the students in the ELL students and students with disabilities subgroups and must demonstrate improvement as compared to prior years. The charter holder stated that 100% of students are in the FRL subgroup.	
2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*	**S**	**I**	**Curriculum:** This area is initially scored as Meets. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a curriculum to increase student proficiency in Reading on ACCR Standards for ELL students, FRL students, and students with disabilities as compared to similar schools. **Instruction:** This area is initially scored as Approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for ELL students, FRL students, and students with disabilities because the narrative does not describe that the processes are adapted to meet the needs of ELL students, FRL students, and students with disabilities which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of ELL students, FRL students, and students with disabilities. **Assessment:** This area is initially scored as Meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for ELL students, FRL students, and students with disabilities. **Professional Development:** This area is initially scored as Falls Far Below. The narrative	**Curriculum:** This area is scored as Meets. The DSP provides evidence of a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The DSP provides evidence of a system that demonstrates that the school implemented a curriculum to increase student proficiency in Reading on ACCR Standards for ELL students, FRL students, and students with disabilities as compared to similar schools. **Instruction:** This area is scored as Meets. The DSP provides evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of ELL students, FRL students, and students with disabilities. **Assessment:** This area is scored as Meets. The DSP provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of a system that demonstrates that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for ELL students, FRL students, and students with disabilities as compared to similar schools. **Professional Development:** This area is scored as Meets. The DSP provides evidence of a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The DSP provides evidence of a system that demonstrates the school implemented a professional development plan to increase student proficiency in Reading for ELL students, FRL students, and students with

			describes the beginning stages of developing a professional development plan based on identified teacher learning needs, and that is adapted to meet the needs of ELL students, FRL students, and students with disabilities. Professional development is usually external and determined without regard to an overall school plan. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading for ELL students, FRL students, and students with disabilities because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation which would have demonstrated a comprehensive professional development plan that was developed to address teacher learning needs and areas of high importance, demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for ELL students. Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities. Data must be disaggregated for the students in the ELL students and students with disabilities subgroups and must demonstrate improvement as compared to prior years. The charter holder stated that 100% of students are in the FRL subgroup.	disabilities as compared to similar schools. **Data: D**ata and analysis of data was provided to demonstrate increased student proficiency in Reading for ELL students, FRL students, and students with disabilities as compared to prior years.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**S**	**I**	**Curriculum:** This area is initially scored as Meets. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a curriculum to increase student proficiency in Math on ACCR Standards for ELL students. **Instruction:** This area is initially scored as Approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes	**Curriculum:** This area is scored as Meets. The DSP provides evidence of a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The DSP provides evidence of a system that demonstrates that the school implemented a curriculum to increase student proficiency in Math on ACCR Standards for ELL students. **Instruction:** This area is scored as Meets. The DSP provides evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides

			a system that provides for some analysis and feedback to further develop the system. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for ELL students because the narrative does not describe that the processes are adapted to meet the needs of ELL students which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of ELL students. **Assessment:** This area is initially scored as Meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math for ELL students. **Professional Development:** This area is initially scored as Falls Far Below. The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs, and that is adapted to meet the needs of ELL students. Professional development is usually external and determined without regard to an overall school plan. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Math for ELL students because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation which would have demonstrated a comprehensive professional development plan that was developed to address teacher learning needs and areas of high importance, demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for ELL students. Data must be disaggregated for the students in the ELL subgroup and must demonstrate improvement as compared to prior years.	evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of ELL students . **Assessment:** This area is scored as Meets. The DSP provides evidence of a comprehensive assessment system <u>based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams</u>. The DSP provides evidence of a system that demonstrates that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math for ELL students. **Professional Development:** This area is scored as Meets. The DSP provides evidence of a comprehensive professional development plan <u>that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation</u>. The DSP provides evidence of a system that demonstrates the school implemented a professional development plan to increase student proficiency in Math for ELL students. **Data: D**ata and analysis of data was provided to demonstrate increased student proficiency in Math for ELL students as compared to prior years.

2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**S**	**I**	**Curriculum:** This area is initially scored as Meets. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a curriculum to increase student proficiency in Reading on ACCR Standards for ELL students. **Instruction:** This area is initially scored as Approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for ELL students because the narrative does not describe that the processes are adapted to meet the needs of ELL students which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of ELL students. **Assessment:** This area is initially scored as Meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for ELL students. **Professional Development:** This area is initially scored as Falls Far Below. The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs, and that is adapted to meet the needs of ELL students. Professional development is usually external and determined without regard to an overall school plan. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading for ELL students because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation which would have demonstrated a comprehensive	**Curriculum:** This area is scored as Meets. The DSP provides evidence of a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The DSP provides evidence of a system that demonstrates that the school implemented a curriculum to increase student proficiency in Reading on ACCR Standards for ELL students. **Instruction:** This area is scored as Meets. The DSP provides evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of ELL students. **Assessment:** This area is scored as Meets. The DSP provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of a system that demonstrates that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for ELL students. **Professional Development:** This area is scored as Meets. The DSP provides evidence of a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The DSP provides evidence of a system that demonstrates the school implemented a professional development plan to increase student proficiency in Reading for ELL students. **Data: D**ata and analysis of data was provided to demonstrate increased student proficiency in Reading for ELL students as compared to prior years.

			professional development plan that was developed to address teacher learning needs and areas of high importance, demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for ELL students. Data must be disaggregated for the students in the ELL subgroup and must demonstrate improvement as compared to prior years.	
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**S**	**I**	**Curriculum:** This area is initially scored as Meets. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a curriculum to increase student proficiency in Reading on ACCR Standards for FRL students. **Instruction:** This area is initially scored as Approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for FRL students because the narrative does not describe that the processes are adapted to meet the needs of FRL students which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of FRL students. **Assessment:** This area is initially scored as Meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments,	**Curriculum:** This area is scored as Meets. The DSP provides evidence of a system to <u>create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school.</u> The DSP provides evidence of a system that demonstrates that the school implemented a curriculum to increase student proficiency in Reading on ACCR Standards for FRL students. **Instruction:** This area is scored as Meets. The DSP provides evidence of a system to <u>monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments</u>. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of FRL students. **Assessment:** This area is scored as Meets. The DSP provides evidence of a comprehensive assessment system <u>based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams</u>. The DSP provides evidence of a system that demonstrates that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for FRL students.

			common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for FRL students. **Professional Development:** This area is initially scored as Falls Far Below. The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs, and that is adapted to meet the needs of FRL students. Professional development is usually external and determined without regard to an overall school plan. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading for FRL students because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation which would have demonstrated a comprehensive professional development plan that was developed to address teacher learning needs and areas of high importance, demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students. Data must demonstrate improvement as compared to prior years. The charter holder stated that 100% of students are in the FRL subgroup.	**Professional Development:** This area is scored as Meets. The DSP provides evidence of a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The DSP provides evidence of a system that demonstrates the school implemented a professional development plan to increase student proficiency in Reading for FRL students. **Data: D**ata and analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students as compared to prior years. The charter holder stated that 100% of students are in the FRL subgroup.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*	**S**	**I**	**Curriculum:** This area is initially scored as Meets. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a curriculum to increase student proficiency in Math on ACCR Standards for students with disabilities. **Instruction:** This area is initially scored as Approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into	**Curriculum:** This area is scored as Meets. The DSP provides evidence of a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The DSP provides evidence of a system that demonstrates that the school implemented a curriculum to increase student proficiency in Math on ACCR Standards for students with disabilities. **Instruction:** This area is scored as Meets. The DSP provides evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction

			instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for students with disabilities because the narrative does not describe that the processes are adapted to meet the needs of students with disabilities which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with disabilities. **Assessment:** This area is initially scored as Meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math for students with disabilities. **Professional Development:** This area is initially scored as Falls Far Below. The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs, and that is adapted to meet the needs of students with disabilities. Professional development is usually external and determined without regard to an overall school plan. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Math for students with disabilities because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation which would have demonstrated a comprehensive professional development plan that was developed to address teacher learning needs and areas of high importance, demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs.	and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with disabilities. **Assessment:** This area is scored as Meets. The DSP provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of a system that demonstrates that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math for students with disabilities. **Professional Development:** This area is scored as Meets. The DSP provides evidence of a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The DSP provides evidence of a system that demonstrates the school implemented a professional development plan to increase student proficiency in Math for and students with disabilities. **Data: D**ata and analysis of data was provided to demonstrate increased student proficiency in Math for students with disabilities as compared to prior years.

			Data: Limited data and analysis of data was provided to demonstrate increased student proficiency in Math for students with disabilities. Data must be disaggregated for the students in the students with disabilities subgroup and must demonstrate improvement as compared to prior years.	
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*	**S**	**I**	**Curriculum:** This area is initially scored as Meets. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a curriculum to increase student proficiency in Reading on ACCR Standards for students with disabilities. **Instruction:** This area is initially scored as Approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for students with disabilities because the narrative does not describe that the processes are adapted to meet the needs of students with disabilities which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with disabilities. **Assessment:** This area is initially scored as Meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for students with disabilities. **Professional Development:** This area is initially scored as Falls Far Below. The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs, and that is adapted to meet the needs of students with disabilities. Professional development is usually external and determined without regard to an overall school plan. The narrative describes a plan that, even if supported	**Curriculum:** This area is scored as Meets. The DSP provides evidence of a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The DSP provides evidence of a system that demonstrates that the school implemented a curriculum to increase student proficiency in Reading on ACCR Standards for students with disabilities. **Instruction:** This area is scored as Meets. The DSP provides evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with disabilities. **Assessment:** This area is scored as Meets. The DSP provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of a system that demonstrates that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for students with disabilities. **Professional Development:** This area is scored as Meets. The DSP provides evidence of a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The DSP provides evidence of a system that demonstrates the school implemented a professional development plan to increase student proficiency in Reading for students with disabilities. **Data: D**ata and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities as compared to prior years.

			by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading for students with disabilities because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation which would have demonstrated a comprehensive professional development plan that was developed to address teacher learning needs and areas of high importance, demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities. Data must be disaggregated for the students in the students with disabilities subgroup and must demonstrate improvement as compared to prior years.	
3a. A-F Letter Grade State Accountability System	**S**	**I**	**Curriculum:** This area is initially scored as Meets. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a curriculum to increase student growth and proficiency in Math and Reading on ACCR Standards. **Instruction:** This area is initially scored as Meets. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math and Reading. **Assessment:** This area is initially scored as Meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures	**Curriculum:** This area is scored as Meets. The DSP provides evidence of a system to <u>create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school.</u> The DSP provides evidence of a system that demonstrates that the school implemented a curriculum to increase student growth and proficiency in Math and Reading on ACCR Standards. **Instruction:** This area is scored as Meets. The DSP provides evidence of a system to <u>monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments</u>. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math and Reading. **Assessment:** This area is scored as Meets. The DSP provides evidence of a comprehensive assessment system <u>based on clearly defined performance measures</u>

			aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student growth and proficiency on ACCR Standards for Math and Reading. **Professional Development:** This area is initially scored as Falls Far Below. The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student growth and proficiency in Math and Reading because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation which would have demonstrated a comprehensive professional development plan that was developed to address teacher learning needs and areas of high importance, demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, and demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** No data and analysis of data was provided to demonstrate increased student growth in Math and Reading. Limited data and analysis of data was provided to demonstrate increased student growth and proficiency in Math and Reading. Data must be disaggregated for the students in the ELL students and students with disabilities subgroup and must demonstrate improvement as compared to prior years.	aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of a system that demonstrates that the school implemented a plan for monitoring and documenting changes in student growth and proficiency in Math and Reading on ACCR Standards. **Professional Development:** This area is scored as Meets. The DSP provides evidence of a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The DSP provides evidence of a system that demonstrates the school implemented a professional development plan to increase student growth and proficiency in Math and Reading. **Data: D**ata and analysis of data was provided to demonstrate increased student growth and proficiency in Math and Reading as compared to prior years.