Introduction

Paideia is a Greek term for the upbringing of the whole child. Paideia Academy is in its second year of operation and has fully implemented the whole-child philosophy. We are the first school in Arizona to embrace the Paideia methodology that includes relatively little direct instruction and high levels of scholar-directed learning and leadership, intellectual coaching, project-based learning activities that integrates language arts (reading, writing, listening, speaking), math, science, and project-based portfolio assessment.

Paideia Academy adopted a whole-child philosophy to serve the most struggling scholars and families within the 5 mile radius of its campus. The school has purposefully marketed to the most struggling scholars and families through the services provided in the Paideia-TCDC Family Resource Center. As a result we have attracted scholars and families who have struggled to achieve success at other schools. We served an average of 350 scholars during 2012-2013 and increased to 510 for the 2013-2014 school year (a 45% increase). The data collected demonstrates that the Full Academy Year (FAY) scholars[1] higher assessment results in reading and math than the non-FAY scholars joining Paideia this year. This demonstrates that Paideia is making a difference in the lives of scholars who remain. Furthermore, the data demonstrates that new scholars joining Paideia in 2013 made remarkable improvements in reading and math within the first two months. The remarkable influence of Paideia – educating the whole child and supporting the whole family – is greatly needed and effective in areas of poverty and high need.

1a. Scholar Median Growth Percentile in Reading and Math

Methods of Instruction

To enable all scholars to achieve high academic and intellectual growth, Paideia Academy adopted and implemented the instructional methods of:

Didactic instruction, 10-15% of instructional time. Didactic Instruction is the delivery of factual information through teacher led discussion, demonstration, videos, and reading – the acquisition of organized knowledge. The goal of Didactic Instruction is for scholars to acquire the basic "must know information" about a subject. By acquiring the basic knowledge of a subject, scholars gain confidence to move to the next level of learning.

Intellectual coaching and coached projects makes up 70% of instructional time. Within the framework of intellectual coaching the teacher is the guidance and facilitator through modeling and reflective questioning. This strategy seeks to develop the intellectual and critical thinking skills of scholars and culminates in scholar-led, collaborative projects. The goal of intellectual coaching is to raise scholars towards higher levels of critical thinking – evaluating, synthesizing, and creating. Paideia seminars make up 15-20% of instructional time.

Paideia Seminar is a collaborative, intellectual dialogue facilitated by open-ended questions about a text or topic – increased understanding of ideas and values. This method is more often referred to as the Socratic Method during which the teacher acts as facilitator guiding the scholars into meaningful dialog. This instructional method also nurtures the academic skills of critical, purposeful reading and reflective writing in Paideia Seminar journals. The seminars occur approximately 15-20% of instructional time.

[1] FAY Scholars are defined as Students who have been enrolled at Paideia Academy since the first 10 days of the 2012-13 school year

Assessment and evaluation of the seminars occurs through pre and post seminar tools and processes including self-identified goals, discussion, and writing.

Curriculum that Contributes to Scholar Growth

The rigorous, content rich curriculum of The Paideia Academy of South Phoenix also incorporates the following curriculum:

Language Arts – Spalding Writing Road to Reading As a result of analyzing the overall reading AIMS achievement data as reported on surrounding school report cards, Paideia Academy purposefully adopted and rigorously implemented the Spalding Writing Road to Reading curriculum. This language arts curriculum is a comprehensive K-6 total language arts program, where all elements of the language, are integrated in spelling, writing, and reading fluency and comprehension lessons. It is fully aligned with the Arizona Common Core Standards in Language Arts and integrated into all grade's curriculum maps, and lesson plans.

The Spalding Writing Road to Reading was adopted and implemented at Paideia after careful consideration by the leadership team for its potential to assist all scholars to grow to high achievement in language arts. The results of implementing the Spalding curriculum are evident in the comparison of reading as measured by AIMSweb assessments in reading fluency and comprehension between scholars who have attended Paideia for the full academic year (FAY) and scholars who have not. Furthermore, non-FAY scholars new to Paideia in 2013 also increased reading scores during their first two months at Paideia.

- FAY scholars performed 52% better than non-FAY scholars in reading (see figure 1)
- Non-FAY scholars improved their reading scores by 85% from September to October 2013 (see figure 1)

Language Arts – Junior Great Books helps scholars in grades kindergarten through eighth grade grow to high achievement in language arts thus becoming independent readers and thinkers ready for the diverse demands of the 21st century. The Great Books® program has been fully integrated into Paideia's curriculum maps and lesson plans and is aligned with the Common Core Language Arts standards. Furthermore, it matches key components of language arts curriculum standards and helps all scholars meet specific performance objectives—which typically include reading comprehension, oral communication, writing, vocabulary, literature, and literary response. The goal of the Junior Great Books programs is to instill children with the habits of mind that characterize self-reliant thinkers, readers, and learners. Great Books programs are predicated on the idea that everyone can read and understand excellent literature — literature that has the capacity to engage the whole person, the imagination as well as the intellect.

Language Arts – Shared Inquiry is a distinctive method of learning in which scholars are coached to search for answers to fundamental questions raised by a text – fiction or non-fiction. The adoption and implementation of shared inquiry method of instruction came as a result of careful national research that strongly supports the use of Junior Great Books® core reading program and shared inquiry method for increased scholar achievement, thus addressing the needs of variety of learners in the elementary and middle school grades.[2]

The Junior Great Books and Shared Inquiry curricula are intended to increase overall language arts achievement at Paideia. Evidence of this increase is found in the 2012 Galileo benchmark assessments by grade level and percentile ranking in reading (See figure 2). All grade levels made notable progress towards passing the AIMS assessment by May 2012 except the fifth grade.

[2] The Great Books Foundation http://www.greatbooks.org/programs-for-all-ages/junior/research-effectiveness.html

Language Arts – Guided Reading is a method of instruction adopted by Paideia's early grades Small Learning Community teams. The SLC data review team reviewed ongoing reading data that indicated our early elementary scholars' reading skills were not developing as rapidly as they should. The first, second, and third grade SLC teams researched options for supplemental reading curriculum. They presented options to the Executive Leadership Team and recommended adopting Guided Reading for grades K through 6. The supplemental reading program was approved, materials were ordered, and professional development scheduled. The Guided Reading program has been adopted and will be implemented in December 2013.

Mathematics – Singapore Math was adopted and implemented by Paideia Academy after careful consideration of its potential to assist scholars from underperforming areas to grow to high achievement as demonstrated on the AIMS assessment in mathematics. Singapore Math provides balance between drill and creative problem solving. Those who have compared Singapore Math with other math curriculum report that Singapore math moves the scholars more quickly and rationally toward abstract concepts. There is an emphasis on homework and practice, and an effective mix of word problems, drills and mental calculation. Instruction is paced to the needs of each individual scholar.

Odyssey Math – Supplemental Curriculum Careful analysis of Paideia's math achievement data on AIMS and Galileo Benchmark assessments indicate math to be the most significant challenge for Paideia scholars. After careful consideration, the Campus Leadership Council proposed Odyssey Math to the Executive Leadership team as a supplemental curriculum to help ensure that scholars in the bottom 25th percentile are sufficiently prepared to meet or exceed the AIMS assessment in math. This curriculum is based on proven RtI strategies to maximize achievement of our scholars in the bottom 25th percentile. It is aligned to the National Council of Teachers of Mathematics' 2006 Focal Points as well as the Arizona Common Core Standards in Math, and addresses scholars' needs based on requirements in all three RtI tiers.

Odyssey Math will primarily be used for RtI intervention during the school day. However, it may also be used after school for tutoring or by scholars at home in the evenings and weekends. All teachers and interventionists will receive ongoing professional development for effective implementation of Odyssey Math for scholars in the bottom 25th percentile.

Math Fact Fluency It is mandatory that every Paideia Academy classroom practices math fluency for a minimum of ten minutes per day. Our data shows that daily math fact practice increases scholar achievement performance as reported in AIMSWeb assessments (see figure 4). This is a fundamental and basic pre-requisite to moving on to higher level abstract math concepts.

Data from 2012 Galileo Benchmark assessments demonstrate growth for all students (see figure 3) and for the first two months of 2013 AIMSweb math assessments show growth of scholars towards passing the AIMS assessment (See figure 4).

A plan for monitoring the integration of the Arizona Academic Standards into instruction

All grade levels completed curriculum maps for the 2013-2014 school year during summer training in July 2013. Curriculum Maps are reviewed quarterly by the Curriculum Director to include adjustments for scholar strategic monitoring and benchmark data. Lesson Plans are reviewed monthly by the Curriculum Director monitoring that all lessons (a) align with state standards, (b) include rich details using the 90-day framework sequence, (c) have clear signs of adjustment as indicated by benchmark data, (d) include clear "I do, We do, You do" sequences, (e) plan for high scholar engagement, (f) include intensive reading/writing/speaking in all content areas, and (g) clearly incorporate the Paideia philosophy. These data are reported to the Executive Leadership Team once per month. Teachers who's

curriculum maps or lesson plans that do not include each of the outlined elements receive coaching and monitoring from the curriculum director.

A plan for monitoring and documenting increases in scholar growth

Comprehensive Assessment System Paideia has created an implemented a formalized and comprehensive process to assess scholar achievement performance in reading and math. Using the AIMSweb tool, all scholars reading (fluency and comprehension) and math (computation and concepts and analysis) are assessed three times per year. These data are used to determine which scholars are to be served in tiers two and three of the Response to Intervention (RtI) program. In addition, all scholar achievement levels in the Arizona standards in reading and math are assessed five times per year using the Galileo tool.

Data collected from AIMSWeb and Galileo assessments are systematically analyzed through Small Learning Team (SLC) data dialogs. Paideia Academy created and implemented a formalized and sustainable system to support the teachers within the Small Learning Communities to act as data review teams for the growth of all scholars in the achievement areas of math and reading. In response to multiple assessments, the following organizational elements assist the SLC members to make informed decisions in adjusting curriculum, planning lessons, remediating struggling scholars, enhancing the learning for accelerating scholars, determining instructional effectiveness, and planning for team specific professional development.

Data Lab - Weekly Data Dialog A classroom has been transformed into a data lab for our SLC teams to meet and collaborate. The walls of the data lab are lined with hanging clear plastic pockets with a section for reading and math for each class. Each scholar is represented by a card which is placed at the red, yellow, or green level indicating achievement in the most recent Galileo benchmark. Scholar cards also contain the most recent AIMSweb reading and math data. This gives the SLC members a visual reference of the data on which to focus. Small Learning Community teams meet in the data lab at least once per month to review benchmark, AIMSweb, and classroom data, and to collaborate on lesson plans to increase achievement in their SLC. Data dialog meetings allow the teachers to collaborate on instructional strategies and lesson plan adjustments to meet the needs of scholars who are failing to meet targeted learning objectives as shown in Galileo reports. Data dialog notes are recorded in class-wide data binders and reported to the CLC team once per month.

Data Dialog Binders (individual scholar and class-wide) Each scholar has created an individualized data notebook. In the notebook, the scholar has written his or her personal mission statement and goals. The notebook has sections for Galileo benchmark and AIMSweb data as well as classroom achievement data. The scholar reviews the data notebook with the teacher on a regular basis and the parent on a quarterly basis. Each grade-level classroom teacher has also created a classroom data dialog binder. This binder is used to track classroom data as reported through Galileo benchmark and AIMSweb assessments as well as record instructional strategies needed for scholars not meeting targeted learning objectives. These data and remediation strategies are analyzed at least once per month through data dialog meetings with SLC teams in the data lab.

School-wide Data Score Board Grade level data from Galileo and AIMSweb assessments along with attendance data is posted on the school-wide data score board. The data score board displays the school-wide goal along with each grade's advancement towards meeting the goal. Teacher's take their scholars to the data score board at least once per month to review progress towards meeting their class goal. Teachers and scholars recommit themselves by reviewing their individual class-wide data notebooks, goals, and First Things First activities.

A professional development plan, that contributes to increased scholar growth

Curriculum Specific Professional Development Paideia Academy prides itself on providing rich professional development that contributes to the growth of our scholars. Teachers have received professional development in all adopted curriculum programs including: Spalding Training (Summers 2012 and 2013 and coaching visits from Spalding throughout the school year), Shared Inquiry Training (Summer 2013 and periodic monthly staff meetings), Singapore Math training (Five days of training 2012-2013 school year and two days of training summer 2013), Differentiated Instruction Training (Summer 2013), and Galileo and AIMSweb training to understand data results and plan using results (Summer 2013 and continuous training at monthly staff and Small Learning Community meetings), Guided Reading training (Fall 2013). Data from benchmark assessments are analyzed by the Executive Leadership team to determine specific professional development opportunities for teachers, grade level teams, and school-wide.

Teacher Instructional Effectiveness Observations Teachers are observed at least monthly using the Paideia Instructional Effectiveness Rubric. This rubric measures the following areas of teacher effectiveness: (a) scholar friendly learning objectives, (b) critical vocabulary, (c) anticipatory set, (d) guided practice, (d) check for understanding, (e) level of scholar engagement and intellectual coaching, (f) classroom culture and management, and (g) monitoring the integration of the Arizona Academic Standards into instruction. Teacher observations are conducted by the Principal, Curriculum Director, and/or Assistant Principal. The Curriculum Director is regularly in classrooms providing academic coaching to teachers, helping the integration of Arizona Academic Standards in lessons more effectively.

Each element of the teacher effectiveness rubric observation is ranked on a scale of 1 to 4. These data are tabulated on an excel worksheet for each of the 8 components of teacher effectiveness at Paideia. These data are shared with the teacher who then shares the data with the small learning community team leader. These data provide precise direction for professional development at the individual teacher level, grade level, small learning community team level, as well as at the school-wide level. The curriculum director reviews these data frequently to determine exact professional development needs for individual teachers, SLC teams, and school wide. These data are reviewed at each Campus Leadership Team meeting, Executive Leadership meeting, and quarterly at the Governing Board meeting. These data inform each level of school leadership as the effectiveness of the teacher, instruction, intervention, curriculum, and the need for precise professional development.

1b. Scholar Median Growth Percentile (SGP) Bottom 25%

Many of the scholars who initially enrolled and continue to enroll at Paideia come from schools that are struggling to academically serve their scholars. These scholars are significantly behind in basic academic skills in language arts and math. Paideia Academy has implemented a sustained improvement plan that includes evidence of increased scholar growth for scholars in the lowest 25 percent as measured by the AIMS assessment. This improvement plan is executed in our formal process to identify, serve, monitor, and evaluate the progress of these scholars through the Response to Intervention (RtI) Program.

Identification of Bottom 25%

Benchmark Assessments. Scholars are administered benchmark assessments using the Galileo assessment tool five times through the year on a bi-monthly schedule. These benchmark assessments provide data to teachers enabling them to determine individual and class-wide progress and plan for all scholars – including those in the bottom 25th percentile – to reach the Arizona Instrument to Measure Standards (AIMS) goals. Progress is tracked, disaggregated, and reported though the GALILEO software program. The SLC teams record these data in their individual teacher data notebooks. They meet at least

monthly in the data lab to analyze the data, determine which individual scholars require increased targeted intervention, which class-wide learning objectives require added instruction, and how they will differentiate their instruction to meet the unique needs of the scholars. Results of these assessments are shared with individual scholars who record their data in their individual data notebooks. Scholars then share their data with parents during quarterly parent-teacher conferences. These data are also analyzed for accountability with the Campus Leadership Council and Executive Leadership Team during accountability meetings. All CLC team leaders and SLC team members have extensive and ongoing training in data analysis, using data dialogs to plan remediation, and proven strategies of instruction for underachieving scholars.

Response to Intervention Screening. All Paideia Academy scholars are screened through the Response to Intervention (RtI) program three times a year (August, January, May) for basic academic skill proficiency in reading fluency and comprehension, and math computation and reasoning. These initial and ongoing assessment data are entered and tracked through AIMSweb software. Reports are generated and thoroughly analyzed by administrators, teachers, scholars, and parents. Teachers utilize these reports in Small Learning Community (SLC) meetings to design grade-level instructional interventions. Scholars who achieve below the 25th percentile in any basic academic skill area are analyzed further to receive tier 2 and 3 level Response to Intervention (RtI) services.

Response to Intervention Implementation Scholars are brought to the RtI room by the assigned interventionist in groups of three to five at least 3 times per week for 30 minute sessions or 2 times per week for 45 minute sessions. Interventionists develop individualized lesson plans based on the skill deficit of the scholar in reading or math. The assistant principal regularly trains the interventionists on the RtI curriculum and frequently observes for fidelity of implementation.

Response to Intervention (RtI) Tiers 2 and 3 Curriculum

Scholars identified within the bottom 25th percentile in reading and/or math are organized into tier 2 and tier 3 groups of three to five and assigned to an RtI interventionist. During the 2012-2013 academic year, Paideia Academy utilized the art and music teacher to provide the RtI intervention services. Due to limited resources, the school focused solely on reading intervention. During the summer of 2013 the data review team carefully analyzed the academic performance data and determined the greatest need for Paideia scholars is math intervention. In response to this data analysis, the leadership team determined to: (a) increase the number of interventionists to 5, (b) focus heavily on math intervention, (c) purchase 25 computers for intervention, and (d) purchase 25 Odyssey Math licenses through CompassLearning for RtI and supplemental math intervention curriculum.

Reading The Read Naturally program emphasizes the fundamental elements of the Arizona reading standard to include print concepts, phonemic awareness, phonics, vocabulary, fluency, and comprehension. For example, scholars at the lowest ability levels are taught phonemic awareness through the Word Warm-up program during which scholars identify and manipulate the sounds of speech. All grade ability levels work on fluency strategies and practice and employ strategies to comprehend text. These basic reading skills are critical to success in every curriculum content area. All interventionist receive ongoing professional development to effectively implement the Read Naturally intervention.

Math After careful analysis of the AIMSweb data comparing FAY and non-FAY scholars in 2012-2013 it was determined that the current math interventions were not highly successful. To remedy this and help ensure that scholars in the bottom 25th percentile are sufficiently prepared to meet or exceed the AIMS assessment in math, the Executive Leadership team reviewed and adopted the Odyssey Math curriculum. This curriculum is based on proven RtI strategies to maximize achievement of our scholars in the bottom 25th percentile. It is aligned to the National Council of Teachers of Mathematics' 2006 Focal

Points as well as the Arizona Common Core Standards in Math, and addresses scholars' needs based on requirements in all three RtI tiers.

Odyssey Math will primarily be used for RtI intervention during the school day. However, it may also be used after school for tutoring or by scholars at home in the evenings and weekends. All teachers and interventions will receive ongoing professional development for effective implementation of Odyssey Math for scholars in the bottom 25th percentile.

Progress Monitoring

Scholars receiving RtI remediation (Title I Program) are given progress monitoring assessments in their target academic area each week. Progress monitoring assessments are frequently observed for fidelity of implementation by the assistant principal. These data are tracked through AIMSweb and reviewed once a month in RtI data meetings. During this meeting, individual scholar data are analyzed to determine if the scholar is responding to the intervention, to make adjustments to the intervention if needed, or to move the scholar to a higher or lower tier level if warranted.

The RtI program at Paideia has been remarkably successful for our FAY scholars as compared to non-FAY scholars. Even so, our non-FAY scholars served in the RtI program made notable improvements within the first three months of 2013.

- FAY scholars served by the RtI program at Paideia performed 103% better on the September AIMSweb reading assessment than non-FAY scholars (see figure 5)
- Non-FAY scholars served in the RtI program from September to October 2013 improved their AIMSweb reading scores by 160% (see figure 5)
- Scholars served in the RtI program for math improved their scores by 105% between the months of September and October 2013. This is the only category in which non-FAY scholars improved their scores more than FAY scholars (see figure 6)

School-wide Tier 1 Intervention

Math fluency All scholars practice math fact fluency for 10 minutes per day. We attribute much of the improvement to our AIMSweb math scores to this practice.

Reading fluency All scholars spend at least 20 minutes per day in sustained silent reading. After reviewing data one of the areas our CLC identified as needing improvement was reading fluency and comprehension. In response we purchased classroom library book tubs for teachers to check out on a monthly basis. Each tub has a grade level appropriate collection of Accelerated Reader, award winning, and nonfiction books. The majority of the books in each tub have been labeled with the book's AR and/or Guided Reading level to assist teachers in matching scholars with appropriate texts to read to build fluency and comprehension.

2a. Percent Passing Reading and Math

Curriculum that Contributes to Scholar Proficiency

The rigorous, content rich curriculum of The Paideia Academy of South Phoenix was adopted and implemented for its potential to increase the number of scholars meeting or exceeding the Arizona State Standards in reading and math.

Language Arts – Spalding Writing Road to Reading As a result of analyzing the overall reading AIMS achievement data as reported on surrounding school report cards, Paideia Academy purposefully adopted and rigorously implemented the Spalding Writing Road to Reading curriculum as a curriculum proven to increase scholar proficiency in language arts. This language arts curriculum is a comprehensive

K-6 total language arts program, where all elements of the language, are integrated in spelling, writing, and reading fluency and comprehension lessons. It is fully aligned with the Arizona Common Core Standards in Language Arts and integrated into all grade's curriculum maps, and lesson plans.

The Spalding Writing Road to Reading was adopted and implemented at Paideia after careful consideration by the leadership team for its potential to assist all scholars to grow to high achievement in language arts. The results of implementing the Spalding curriculum are evident in the comparison of reading as measured by AIMSweb assessments in reading fluency and comprehension between scholars who have attended Paideia for the full academic year (FAY) and scholars who have not. Furthermore, non-FAY scholars new to Paideia in 2013 also increased reading scores during their first two months at Paideia.

- Galileo 2012 assessment post-test results show all grades notably progressing towards passing AIMS assessment in May 2013 (see figure 2)
- FAY scholars performed 52% better than non-FAY scholars in September 2013 AIMSweb reading (see figure 1)
- Non-FAY scholars improved their reading scores by 85% from September to October 2013 (see figure 1)

Language Arts – Junior Great Books helps scholars in grades kindergarten through eighth grade reach high achievement in language arts as demonstrated by meeting or exceeding Arizona State Language Arts Standards on the AIMS assessment and thus becoming independent readers and thinkers ready for the diverse demands of the 21st century. The Great Books® program has been fully integrated into Paideia's curriculum maps and lesson plans and is aligned with the Common Core Language Arts standards. Furthermore, it matches key components of language arts curriculum standards and helps all scholars meet specific performance objectives—which typically include reading comprehension, oral communication, writing, vocabulary, literature, and literary response. The goal of the Junior Great Books programs is to instill children with the habits of mind that characterize self-reliant thinkers, readers, and learners. Great Books programs are predicated on the idea that everyone can read and understand excellent literature — literature that has the capacity to engage the whole person, the imagination as well as the intellect.

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Language Arts – Guided Reading is a method of instruction adopted by Paideia's early grades Small Learning Community teams. The SLC data review team analyzed ongoing reading data that indicated our early elementary scholars' reading skills were not developing as rapidly as they should. The first, second, and third grade SLC teams researched options for supplemental reading curriculum. They presented options to the Executive Leadership Team and recommended adopting Guided Reading for grades K through 3. The supplemental reading program was approved, materials were ordered, and professional development scheduled. The Guided Reading program has been adopted and will be implemented in December 2013.

Mathematics – Singapore Math was adopted and implemented by Paideia Academy after careful consideration of its potential to assist scholars from underperforming areas to grow to high

[3] The Great Books Foundation http://www.greatbooks.org/programs-for-all-ages/junior/research-effectiveness.html

achievement as demonstrated on the AIMS assessment in mathematics. Singapore Math provides balance between drill and creative problem solving. Those who have compared Singapore Math with other math curriculum report that Singapore math moves the scholars more quickly and rationally toward abstract concepts. There is an emphasis on homework and practice, and an effective mix of word problems, drills and mental calculation. Instruction is paced to the needs of each individual scholar.

Odyssey Math – Supplemental Curriculum Careful analysis of Paideia's math achievement data on AIMS and Galileo Benchmark assessments indicate math to be the most significant challenge for Paideia scholars. After careful consideration, the Campus Leadership Council proposed Odyssey Math to the Executive Leadership team as a supplemental curriculum to help ensure that scholars in the bottom 25th percentile are sufficiently prepared to meet or exceed the AIMS assessment in math. This curriculum is based on proven RtI strategies to maximize achievement of our scholars in the bottom 25th percentile. It is aligned to the National Council of Teachers of Mathematics' 2006 Focal Points as well as the Arizona Common Core Standards in Math, and addresses scholars' needs based on requirements in all three RtI tiers.

Odyssey Math will primarily be used for RtI intervention during the school day. However, it may also be used after school for tutoring or by scholars at home in the evenings and weekends. All teachers and interventionists will receive ongoing professional development for effective implementation of Odyssey Math for scholars in the bottom 25th percentile.

Math Fact Fluency It is mandatory that every Paideia Academy classroom practices math fluency for a minimum of ten minutes per day. Our data shows that daily math fact practice increases scholar achievement performance AIMSWeb computation assessments. This is a fundamental and basic pre-requisite to moving on to higher level abstract math concepts.

Data from 2012 Galileo Benchmark assessments demonstrate notable percentile growth for all students (see figure 3) and for the first two months of 2013 AIMSweb math assessments show growth of scholars towards passing the AIMS assessment (See figure 4).

A plan for monitoring the integration of the Arizona Academic Standards into instruction

All grade levels completed curriculum maps for the 2013-2014 school year during summer training in July 2013. Curriculum Maps are reviewed quarterly by the Curriculum Director to include adjustments for scholar strategic monitoring and benchmark data. Lesson Plans are reviewed monthly by the Curriculum Director monitoring that all lessons (a) align with state standards, (b) include rich details using the 90-day framework sequence, (c) have clear signs of adjustment as indicated by benchmark data, (d) include clear "I do, We do, You do" sequences, (e) plan for high scholar engagement, (f) include intensive reading/writing/speaking in all content areas, and (g) clearly incorporate the Paideia philosophy. These data are reported to the Executive Leadership Team once per month.

A plan for monitoring and documenting increases in scholar growth

Paideia Academy created and implemented a formalized and sustainable system to support the teachers within the Small Learning Communities to act as data review teams for the growth of all scholars in the achievement areas of math and language arts. The following elements are fully functional to assist the SLC members to make informed decisions in planning lessons, remediating struggling scholars, and enhancing the learning for accelerating scholars.

Data Lab - Weekly Data Dialog A classroom has been transformed into a data lab for our SLC teams to meet and collaborate. The walls of the data lab are lined with hanging clear plastic pockets with a section for reading and math for each class. Each scholar is represented by a card which is placed at the

red, yellow, or green level indicating achievement in the most recent Galileo benchmark. Scholar cards also contain the most recent AIMSweb reading and math data. This gives the SLC members a visual reference of the data on which to focus. Small Learning Community teams meet in the data lab at least once per month to review benchmark, AIMSweb, and classroom data, and to collaborate on lesson plans to increase achievement in their SLC. Data dialog meetings allow the teachers to collaborate on instructional strategies and lesson plan adjustments to meet the needs of scholars who are failing to meet targeted learning objectives as shown in Galileo reports. Data dialog notes are recorded in class-wide data binders and reported to the CLC team once per month.

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A professional development plan, that contributes to increased scholar growth

Curriculum Specific Professional Development Paideia Academy prides itself on providing rich professional development that contributes to the growth of our scholars. Teachers have received professional development in all adopted curriculum programs including: Spalding Training (Summers 2012 and 2013 and coaching visits from Spalding throughout the school year), Shared Inquiry Training (Summer 2013 and periodic monthly staff meetings), Singapore Math training (Five days of training 2012-2013 school year and two days of training summer 2013), Differentiated Instruction Training (Summer 2013), and Galileo and AIMSweb training to understand data results and plan using results (Summer 2013 and continuous training at monthly staff and Small Learning Community meetings), Guided Reading training (Fall 2013).

Teacher Instructional Effectiveness Observations Teachers are observed at least monthly using the Paideia Instructional Effectiveness Rubric. This rubric measures the following areas of teacher effectivess: (a) scholar friendly learning objectives, (b) critical vocabulary, (c) anticipatory set, (d) guided practice, (d) check for understanding, (e) level of scholar engagement and intellectual coaching, (f) classroom culture and management, and (g) monitoring the integration of the Arizona Academic Standards into instruction. Teacher observations are conducted by the Principal, Curriculum Director, and/or Assistant Principal. The Curriculum Director is regularly in classrooms providing academic coaching to teachers, helping the integration of Arizona Academic Standards in lessons more effectively.

Each element of the teacher effectiveness rubric observation is ranked on a scale of 1 to 4. These data are tabulated on an excel worksheet for each of the 8 components of teacher effectiveness at Paideia. These data are shared with the teacher who then shares the data with the small learning community team leader. These data provide precise direction for professional development at the individual teacher level, grade level, small learning community team level, as well as at the school-wide level. These data are reviewed at each Campus Leadership Team meeting, Executive Leadership meeting, and

quarterly at the Governing Board meeting. These data inform each level of school leadership as the effectiveness of the teacher, instruction, intervention, and the curriculum.

2b. Composite School Comparison

As a result of carefully studying the overall demographics of scholars and achievement data of comparison schools in the surrounding area of Paideia, the following curriculum and strategies were originally chosen to provide maximum growth and achievement in all subject areas and specifically reading and math.

Curriculum that Contributes to Scholar Proficiency

The rigorous, content rich curriculum of The Paideia Academy of South Phoenix was adopted and implemented for its potential to increase the number of scholars – specifically coming from low economic areas and scholars served in special education and structured English Immersion – meeting or exceeding the Arizona State Standards in reading and math.

Language Arts – Spalding Writing Road to Reading As a result of analyzing the overall demographics indicating a large percentage of scholars on Free and Reduced Lunch programs and the reading AIMS achievement data as reported on surrounding comparison school report cards, Paideia Academy purposefully adopted and rigorously implemented the Spalding Writing Road to Reading curriculum as a curriculum proven to increase scholar proficiency in language arts. This language arts curriculum is a comprehensive K-6 total language arts program, where all elements of the language, are integrated in spelling, writing, and reading fluency and comprehension lessons. It is fully aligned with the Arizona Common Core Standards in Language Arts and integrated into all grade's curriculum maps, and lesson plans.

The Spalding Writing Road to Reading was adopted and implemented at Paideia after careful consideration by the leadership team for its potential to assist all scholars – particularly those served under Title 1, Special Education, and English Language Learners – to meet or exceed the Arizona State Standards for language arts. Our research found that it incorporates all the components identified by the National Reading Panel as essential and necessary for success in reading and acquiring early literacy skills required to build a strong foundation for ongoing reading development – phonemic awareness, systematic phonics, high-frequency vocabulary, word meanings and usages, word parts, grammar, composition, literary appreciation, text structure, fluency, listening and reading comprehension. These essential and fundamental skills are often lacking in scholars from high poverty areas.

The results of implementing the Spalding curriculum are evident in the comparison of reading as measured by Galileo 2012 end of year assessment and AIMSweb assessments in reading fluency and comprehension between general population scholars from subgroups of special education and English Language Learners who have attended Paideia for the full academic year (FAY) and scholars who have not. Furthermore, non-FAY scholars in the general population and subgroups new to Paideia in 2013 also increased reading scores during their first two months at Paideia.

General Population Scholars:

- Galileo End of Year Assessment shows all grade levels made growth towards passing the AIMS reading assessment in 2012 (See figure 2)
- FAY scholars performed 52% better than non-FAY scholars in reading (See figure 1)
- Non-FAY scholars improved their reading scores by 85% from September to October 2013 (See figure 1)

Special Education Scholars:

- FAY scholars served in Paideia special education programs did 64% better in September 2013 AIMSweb reading than non-FAY scholars within Paideia special education programs (see figure 7)
- Non-FAY scholars served within the Paideia special education programs improved their AIMSweb reading scores by 92% in the first two months of 2013 (see figure 7)

English Language Learner Scholars:

- ELL scholars who were also FAY scholars performed 76% better than non-FAY scholars in September 2013 AIMSweb reading assessments (see figure 10)
- Non FAY scholars served in the ELL Program improved their AIMSweb reading scores by 179% within the first two months of 2013 (see figure 10)

Language Arts – Junior Great Books helps scholars in grades kindergarten through eighth grade reach high achievement in language arts as demonstrated by meeting or exceeding Arizona State Language Arts Standards on the AIMS assessment and thus becoming independent readers and thinkers ready for the diverse demands of the 21st century. The Great Books® program has been fully integrated into Paideia's curriculum maps and lesson plans and is aligned with the Common Core Language Arts standards. Furthermore, it matches key components of language arts curriculum standards and helps all scholars meet specific performance objectives—which typically include reading comprehension, oral communication, writing, vocabulary, literature, and literary response. The goal of the Junior Great Books programs is to instill children with the habits of mind that characterize self-reliant thinkers, readers, and learners. Great Books programs are predicated on the idea that everyone can read and understand excellent literature — literature that has the capacity to engage the whole person, the imagination as well as the intellect.

Language Arts – Shared Inquiry is a distinctive method of learning in which scholars are coached to search for answers to fundamental questions raised by a text – fiction or non-fiction. The adoption and implementation of shared inquiry method of instruction came as a result of careful national research that strongly supports the use of Junior Great Books® core reading program and shared inquiry method for increased scholar achievement – particularly those from areas of high poverty and disadvantage – as demonstrated by meeting or exceeding Arizona's State Language Arts Standards, thus addressing the needs of variety of learners in the elementary and middle school grades.[4]

Language Arts – Guided Reading is a method of instruction adopted by Paideia's early grades Small Learning Community teams. The SLC data review team analyzed ongoing reading data that indicated our early elementary scholars' reading skills were not developing as rapidly as they should. The first, second, and third grade SLC teams researched options for supplemental reading curriculum. They presented options to the Executive Leadership Team and recommended adopting Guided Reading for grades K through 3. The supplemental reading program was approved, materials were ordered, and professional development scheduled. The Guided Reading program has been adopted and will be implemented in December 2013.

Mathematics – Singapore Math was adopted and implemented by Paideia Academy after careful consideration of its potential to assist scholars from underperforming areas to grow to high achievement as demonstrated on the AIMS assessment in mathematics. Singapore Math provides balance between drill and creative problem solving. Those who have compared Singapore Math with other math curriculum report that Singapore math moves the scholars more quickly and rationally toward abstract concepts. There is an emphasis on homework and practice, and an effective mix of

[4] The Great Books Foundation http://www.greatbooks.org/programs-for-all-ages/junior/research-effectiveness.html

word problems, drills and mental calculation. Instruction is paced to the needs of each individual scholar.

Odyssey Math – Supplemental Curriculum for Title 1 Scholars Careful analysis of Paideia scholar's math achievement data on AIMS and Galileo Benchmark assessments indicate math to be the most significant challenge for Paideia scholars. This curriculum is based on proven RtI strategies to maximize achievement of our scholars in the bottom 25th percentile. It is aligned to the National Council of Teachers of Mathematics' 2006 Focal Points as well as the Arizona Common Core Standards in Math, and addresses scholars' needs based on requirements in all three RtI tiers.

Odyssey Math will primarily be used for scholars served under Title 1 in RtI intervention during the school day. However, it will also be used after school for tutoring or by scholars at home in the evenings and weekends. All teachers and interventionists will receive ongoing professional development for effective implementation of Odyssey Math for scholars in the bottom 25th percentile.

Math Fact Fluency It is mandatory that every Paideia Academy classroom practices math fluency for a minimum of ten minutes per day. Our data shows that daily math fact practice increases scholar achievement performance AIMSWeb computation assessments. This is a fundamental and basic pre-requisite to moving on to higher level abstract math concepts.

Data from 2012 Galileo Benchmark assessments demonstrate percentile growth for all students (see figure 3) and for the first two months of 2013 AIMSweb math assessments show growth of scholars towards passing the AIMS assessment (See figure 4).

Math data as measured by the AIMSweb assessment show notable improvement in math computation and concepts and applications for scholars in the following subgroups remaining at Paideia verses new scholars entering the 2013 school year.

Special Education Scholars:

- FAY 2012 scholars in Special Education did 60% better than non-FAY Special Education scholars in September 2013 AIMSweb math (see figure 8) and made notable increase in percentile growth as measured by Galileo Benchmark assessments (see figure 9)
- Non-FAY scholars in the Special Education Program improved their AIMSweb math scores by 35% within the first two months of 2013 academic year (see figure 8)

English Language Learner Scholars:

- FAY 2012 ELL scholars did 53% better than non-FAY scholars in September 2013 AIMSweb math assessments (see figure 11) and made notable increase in percentile growth as measured by Galileo Benchmark assessments (see figure 12)
- Non-FAY scholars in the ELL Program improved their AIMSweb math scores by 140% within the first two weeks of 2013 academic year (see figure 11)

A plan for monitoring the integration of the Arizona Academic Standards into instruction

All grade levels completed curriculum maps for the 2013-2014 school year during summer training in July 2013. Curriculum Maps are reviewed quarterly by the Curriculum Director to include adjustments for scholar strategic monitoring and benchmark data. Lesson Plans are reviewed monthly by the Curriculum Director monitoring that all lessons (a) align with state standards, (b) include rich details using the 90-day framework sequence, (c) have clear signs of adjustment as indicated by benchmark data, (d) include clear "I do, We do, You do" sequences, (e) plan for high scholar engagement, (f) include intensive reading/writing/speaking in all content areas, and (g) clearly incorporate the Paideia philosophy. These data are reported to the Executive Leadership Team once per month.

A plan for monitoring and documenting increases in scholar growth

Paideia Academy created and implemented a formalized and sustainable system to support the teachers within the Small Learning Communities to act as data review teams for the growth of all scholars in the achievement areas of math and language arts. The following elements are fully functional to assist the SLC members to make informed decisions in planning lessons, remediating struggling scholars, and enhancing the learning for accelerating scholars.

Data Lab - Weekly Data Dialog A classroom has been transformed into a data lab for our SLC teams to meet and collaborate. The walls of the data lab are lined with hanging clear plastic pockets with a section for reading and math for each class. Each scholar is represented by a card which is placed at the red, yellow, or green level indicating achievement in the most recent Galileo benchmark. Scholar cards also contain the most recent AIMSweb reading and math data. This gives the SLC members a visual reference of the data on which to focus. Small Learning Community teams meet in the data lab at least once per month to review benchmark, AIMSweb, and classroom data, and to collaborate on lesson plans to increase achievement in their SLC. Data dialog meetings allow the teachers to collaborate on instructional strategies and lesson plan adjustments to meet the needs of scholars who are failing to meet targeted learning objectives as shown in Galileo reports. Data dialog notes are recorded in class-wide data binders and reported to the CLC team once per month.

Data Dialog Binders (individual scholar and class-wide) Each scholar has created an individualized data notebook. In the notebook, the scholar has written his or her personal mission statement and goals. The notebook has sections for Galileo benchmark and AIMSweb data as well as classroom achievement data. The scholar reviews the data notebook with the teacher on a regular basis and the parent on a quarterly basis. Each grade-level classroom teacher has also created a classroom data dialog binder. This binder is used to track classroom data as reported through Galileo benchmark and AIMSweb assessments as well as record instructional strategies needed for scholars not meeting targeted learning objectives. These data and remediation strategies are analyzed at least once per month through data dialog meetings with SLC teams in the data lab.

School-wide Data Score Board Grade level data from Galileo and AIMSweb assessments along with attendance data is posted on the school-wide data score board. The data score board displays the school-wide goal along with each grade's advancement towards meeting the goal. Teacher's take their scholars to the data score board at least once per month to review progress towards meeting their class goal. Teachers and scholars recommit themselves by reviewing their individual class-wide data notebooks, goals, and First Things First activities.

A professional development plan, that contributes to increased scholar growth

Curriculum Specific Professional Development Paideia Academy prides itself on providing rich professional development that contributes to the growth of our scholars. Teachers have received professional development in all adopted curriculum programs including: Spalding Training (Summers 2012 and 2013 and coaching visits from Spalding throughout the school year), Shared Inquiry Training (Summer 2013 and periodic monthly staff meetings), Singapore Math training (Five days of training 2012-2013 school year and two days of training summer 2013), Differentiated Instruction Training (Summer 2013), and Galileo and AIMSweb training to understand data results and plan using results (Summer 2013 and continuous training at monthly staff and Small Learning Community meetings), Guided Reading training (Fall 2013). These data are reviewed by the Executive Leadership team once per month. Teachers who's curriculum maps or lesson plans that do not include each of the outlined elements receive coaching and monitoring from the curriculum director.

Teacher Instructional Effectiveness Observations Teachers are observed at least monthly using the Paideia Instructional Effectiveness Rubric. This rubric measures the following areas of teacher

effectivess: (a) scholar friendly learning objectives, (b) critical vocabulary, (c) anticipatory set, (d) guided practice, (d) check for understanding, (e) level of scholar engagement and intellectual coaching, (f) classroom culture and management, and (g) monitoring the integration of the Arizona Academic Standards into instruction. Teacher observations are conducted by the Principal, Curriculum Director, and/or Assistant Principal. The Curriculum Director is regularly in classrooms providing academic coaching to teachers, helping the integration of Arizona Academic Standards in lessons more effectively.

Each element of the teacher effectiveness rubric observation is ranked on a scale of 1 to 4. These data are tabulated on an excel worksheet for each of the 8 components of teacher effectiveness at Paideia. These data are shared with the teacher who then shares the data with the small learning community team leader. These data provide precise direction for professional development at the individual teacher level, grade level, small learning community team level, as well as at the school-wide level. These data are reviewed at each Campus Leadership Team meeting, Executive Leadership meeting, and quarterly at the Governing Board meeting. These data inform each level of school leadership as the effectiveness of the teacher, instruction, intervention, curriculum, and the need for precise professional development.

2c. Subgroup Comparison – ELL, FRL, Scholars with Disabilities

Curriculum that Contributes to Scholar Proficiency

The rigorous, content rich curriculum of The Paideia Academy of South Phoenix was adopted and implemented for its potential to increase the number of scholars – to include all subcategories – meeting or exceeding the Arizona State Standards in reading and math.

Language Arts and Mathematics – Spalding Writing Road to Reading, Junior Great Books Shared Inquiry, and Singapore Mathematics Curriculum was adopted for proven ability to assist scholars with disabling conditions in reading, scholars learning English as a second language, and those from situations of poverty as determined by Free and Reduced Lunch applications.

Special Education:
Scholars with disabling conditions are served through the Paideia Academy special education program. The Paideia Academies ensures that all children with disabilities within the boundaries of this public agency, including children with disabilities who are homeless or wards of the State, and who are in need of special education and related services are identified, located and evaluated. Appropriate services are provided to all Paideia Academy scholars identified with a disabling condition within the special education program. These services include specialized programs, personnel, facilities, materials, and equipment needed to promote the individual physical, social, intellectual, and emotional growth of exceptional scholars who are enrolled at Paideia Academies.

Paideia Academy ensures that an IEP is developed and implemented for each eligible child served by the public agency and for each eligible child placed in or referred to a private school or facility by the school team in accordance with §300.320-325 of the IDEA regulations. The contents of each IEP includes a statement of the child's present levels of academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general curriculum. Measurable annual goals, including academic and functional goals are designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum and meet each of the child's other educational needs that result from the child's disability. In addition, the special education and related services to be provided to the child, supplementary aids and services to be provided to the child or any program modifications and/or supports for school personnel that will be provided to enable the child to advance appropriately toward attaining their annual goals as well as to be involved in and progress in the general education curriculum

and to participate in extracurricular and other nonacademic activities with other children with disabilities and non-disabled children must be included in the IEP.

Scholars with disabilities attending Paideia Academy are educated to the maximum extent appropriate with children who are not disabled in accordance with §§300.114-300.117 of the IDEA regulations. Scholars served within the general education classroom receive all accommodations and modifications outlined within the IEP to assist them to advance through Paideia's curriculum.

Through the implementation of the above systems and strategies, scholars served through the special education program at Paideia Academy achieved the following:

- FAY scholars served in Paideia special education programs since August 2012 did 64% better than in September 2013 AIMSweb reading assessments that non-FAY scholars within the Paideia special education programs (see figure 7).
- Non-Fay scholars served within the Paideia special education programs improved their AIMSweb reading scores by 92% in the first two months of 2013 (see figure 7)

English Language Learners:
English Language Learners at Paideia are served according to the Arizona State Statutes governing structured English immersion. The school provides a first grade Structured English Immersion (SEI) classroom and a second/third grade combination SEI classroom. The remaining ELL population are serviced with Individualized Language Learner Plans (ILLPs) in mainstream classrooms. ILLPs are completed quarterly in consultation between parent/ guardian, classroom teacher, ELL Coordinator, and a site administrator. ILLPs document the ELP Standards and Performance Indicators that will be used to differentiate the instruction for the scholar. Formative assessments are used to document the progress of the English Language Learner. ILLPs are revised quarterly with each report card period to update ELP Standards and Performance Indicators.

SEI teachers and teachers with scholars on ILLPs analyzed AZELLA results and AIMS data from spring 2013 to recognize areas that needed extra support for our ELL scholars. Using this data along with the English Language Proficiency Standards (ELPs) and Arizona Common Core Standards teachers plan instruction to meet the needs of our ELL population.

According to Statutory Authority 15-756.01 ELL scholars must receive a minimum of 4 hours of English Language Development instruction following SEI classroom guidelines. Paideia Academy SEI classrooms spend a minimum of 60 minutes in Grammar, 60 minutes in Reading, 60 minutes in Oral English/ Conversation and Vocabulary, and 60 minutes in Writing each day.

SEI classrooms have smaller class sizes with a state maximum of 28 scholars. Paideia recognizes the benefit of small class sizes for ELL scholars. Paideia SEI classrooms will not exceed 25 scholars.
All Paideia classrooms have working grammar walls posted with unified colors identifying parts of speech. Grammar walls posted in each classroom creates a consistent resource for our ELL scholars no matter which classroom they walk into. Teachers with ELL scholars break down their vocabulary lessons in Jr. Great Books into Tier 1, Tier 2, and Tier 3 vocabulary.

Scholars who tested overall proficient on the AZELLA, but had one or more areas not proficient on the AZELLA or meeting on AIMS in reading and/or writing receive RTI two times per week focusing on the area to scholar is deficient.

Paideia Academy has a population of scholars that have little to no English skills. Most of these scholars are new to the United States and Paideia Academy is their first English educational experience. In

response to these scholars' deficiencies in the English Language Paideia now offers after school tutoring to our ELL scholars with the greatest English Language deficiencies. During tutoring, scholars are focusing primarily on Oral English Language Skills.

Through the implementation of the above systems and strategies, the English Language Learner scholars at Paideia Academy achieved the following:

- FAY ELL scholars performed 76% better than non-FAY scholars in September 2013 AIMSweb reading assessments (see figure 10)
- Non FAY scholars served in the ELL Program improved their AIMSweb reading scores by 179% within the first two months of the 2013 academic school year (see figure 10)

Free and Reduced Lunch:
As 95% of scholars at Paideia Academy fit into this category, the general system as outlined in previous sections should be referred to in regards to scholars in this category. It should be strongly noted that Paideia Academy goes beyond the normal school curriculum, instruction, assessment, and professional development. Paideia Academy has created and implemented a Family Resource Center with partnership with Tanner Community Development Corporation. Through this partnership many of our scholars and families are receiving services such as behavioral counseling and dental services. The Family Resource Center has partnered with nearly 30 community service providers to provide needed services to our scholars and families. These services alleviate challenges at home thus enabling scholars to concentrate at school. This year Paideia-TCDC Family Resource Center provided clothing, backpacks, school supplies, hygiene products, and food boxes to over 300 of our scholars.
The results of this model of services can be seen in the improvement of our scholars from families in poverty.

- FAY scholars who qualify for free lunch did 45% better than non-FAY scholars on September 2013 AIMSweb reading assessments (see figure 13)
- Non-FAY scholars who qualify for free lunch improved their AIMSweb reading scores by 81% within the first two months of the 2013 academic school year (see figure 13)

Mathematics – Singapore and Odyssey Math were specifically chosen for Paideia Academy scholars for rigor, track record of high achievement, and capacity to remediate. Each subcategory of FAY scholars – special education, English Language Learners, Free and Reduced Lunch – increased math scores far above the non-FAY scholars in the same categories. Further evidence of quality education is the data demonstrating math growth with non-FAY scholars in each subcategory within the first 2 months of attending Paideia in 2013.

Special Education:

- FAY scholars in the Paideia special education program performed 60% better than non-FAY Special Education scholars in September 2013 AIMSweb math assessments (see figure 8). These scholars also showed notable improvement in percentile growth as measured by Galileo Benchmark assessment in math (see figure 9)
- Non-FAY scholars within the Special Education Program improved their AIMSweb math scores by 35% within the first two months of 2013 (see figure 8)

English Language Learners:
ELL scholars who are in the bottom 25th percentile receive math intervention through Odyssey Math. After analyzing data it was concluded that math instruction must be more differentiated for our ELL scholars using more manipulatives and model drawing to support mathematical concepts. Singapore math accommodates this requirement.

Using Galileo and AIMSweb data second through sixth grade teachers have math remediation activities each Friday. All scholars are divided into groups according to formative and summative assessment data identifying standards that scholars need more instruction to gain proficiency. Each teacher takes a standard that needs retaught and instructs on those scholars level for 45 minutes focusing intensely on the standard.

- FAY ELL scholars did 53% better than non-FAY scholars in September 2013 AIMSweb math assessments (see figure 11). These scholars also demonstrated notable improvement in math percentile ranking as measured by Galileo Benchmark assessments in 2012 (see figure 12)
- Non-FAY scholars in the ELL Program improved their AIMSweb Math scores by 140% within the first two months of the 2013 academic school year AIMSweb Math tests (see figure 11)

Free and Reduced Lunch:

- FAY scholars who qualify for free lunch improved their September 2013 AIMSweb math scores by 26% within the first two months of the 2013 academic school year (see figure 14)
- Non-FAY scholars who qualify for free lunch improved their AIMSweb Math scores by 27% within the first two months of the 2013 academic school year (see figure 14)

A plan for monitoring the integration of the Arizona Academic Standards into instruction

All grade levels completed curriculum maps – to include SEI curriculum maps – for the 2013-2014 school year during summer training in July 2013. The monitoring of Academic Standards as outlined in previous sections applies to teachers in SEI program. Special education teachers follow the goals and objectives as outlined in scholar's IEPs. These are monitored frequently by the assistant principal and special education director.

A plan for monitoring and documenting increases in scholar growth

Paideia Academy created and implemented a formalized and sustainable system to support the teachers within the Small Learning Communities to act as data review teams for the growth of all scholars – to include ELL scholars, those with IEPs, and those on FRL – in the achievement areas of math and language arts. The following elements are fully functional to assist the SLC members to make informed decisions in planning lessons, remediating struggling scholars, and enhancing the learning for accelerating scholars.

Data Lab - Weekly Data Dialog A classroom has been transformed into a data lab for our SLC teams to meet and collaborate. The walls of the data lab are lined with hanging clear plastic pockets with a section for reading and math for each class. Each scholar is represented by a card which is placed at the red, yellow, or green level indicating achievement in the most recent Galileo benchmark. Scholar cards also contain the most recent AIMSweb reading and math data. This gives the SLC members a visual reference of the data on which to focus. Small Learning Community teams meet in the data lab at least once per month to review benchmark, AIMSweb, and classroom data, and to collaborate on lesson plans to increase achievement in their SLC. Data dialog meetings allow the teachers to collaborate on instructional strategies and lesson plan adjustments to meet the needs of scholars who are failing to meet targeted learning objectives as shown in Galileo reports. Data dialog notes are recorded in class-wide data binders and reported to the CLC team once per month.

Data Dialog Binders (individual scholar and class-wide) Each scholar has created an individualized data notebook. In the notebook, the scholar has written his or her personal mission statement and goals. The notebook has sections for Galileo benchmark and AIMSweb data as well as classroom achievement data. The scholar reviews the data notebook with the teacher on a regular basis and the parent on a quarterly basis. Each grade-level classroom teacher has also created a classroom data dialog binder. This binder is

used to track classroom data as reported through Galileo benchmark and AIMSweb assessments as well as record instructional strategies needed for scholars not meeting targeted learning objectives. Scholars served in SEI rooms or with ILLPs and IEPs are noted for special consideration. These data then are used to plan and analyze remediation strategies for all categories and subcategories at least once per month through data dialog meetings with SLC teams in the data lab.

A professional development plan, that contributes to increased scholar growth

Curriculum Specific Professional Development Paideia Academy prides itself on providing rich professional development that contributes to the growth of our scholars. In addition to the professional development activities outlined in previous sections, the second/third grade combination teacher and kindergarten teacher with a high ELL population will attend the OELAs conference in December to learn strategies in language arts and mathematics to better enhance the education and meet the needs of their scholars. Our first grade SEI teacher will attend this year's Mega Conference focusing on math professional development to bring back for the needs of her scholars. The special education teacher has received ongoing professional development from our special education director and have attended ADE sponsored special education directors conference. All teachers receive ongoing coaching from the Paideia-TCDC Family Resource Center on instructing and assisting scholars and families to have success at Paideia Academy.

Teacher Instructional Effectiveness Observations Teachers – to include SEI and Special Education – are observed at least monthly using the Paideia Instructional Effectiveness Rubric. All elements of the teacher observation system as outlined in previous sections apply to teachers of scholars in ELL and special education programs.

3a. A-F Letter Grade State Accountability System

As outlined in previous sections, Paideia Academy has adopted and implemented curriculum, instructional methods, assessment and progress monitoring systems of scholar achievement, and professional development practices that increase scholar achievement and growth as measured by the Arizona Instrument to Measure Standards (AIMS). Our school has increased in scholars from approximately 350 to 510. These additional 160 scholars represent one third of our scholar population. The following data demonstrates that Paideia Academy is increasing those scholar's academic achievement capacity who have been with us from August 2012 (FAY) to meet and exceed the Arizona State Standards in reading and math as measured by the AIMS assessment. These data further demonstrate that Paideia Academy, within the first two months of the 2013 academic school year, has notably increased non-FAY scholars academic achievement capacity.

Curriculum that Contributes to Scholar Proficiency

The rigorous, content rich curriculum of The Paideia Academy of South Phoenix was adopted and implemented for its potential to increase the number of scholars meeting or exceeding the Arizona State Standards in reading and math.

Language Arts – Spalding Writing Road to Reading As a result of analyzing the overall reading AIMS achievement data as reported on surrounding school report cards, Paideia Academy purposefully adopted and rigorously implemented the Spalding Writing Road to Reading curriculum as a curriculum proven to increase scholar proficiency in language arts. This language arts curriculum is a comprehensive K-6 total language arts program, where all elements of the language, are integrated in spelling, writing, and reading fluency and comprehension lessons. It is fully aligned with the Arizona Common Core Standards in Language Arts and integrated into all grade's curriculum maps, and lesson plans.

The Spalding Writing Road to Reading was adopted and implemented at Paideia after careful consideration by the leadership team for its potential to assist all scholars to grow to high achievement in language arts. The results of implementing the Spalding curriculum are evident in the comparison of reading as measured by AIMSweb assessments in reading fluency and comprehension between scholars who have attended Paideia for the full academic year (FAY) and scholars who have not. Furthermore, non-FAY scholars new to Paideia in 2013 also increased reading scores during their first two months at Paideia.

- FAY scholars performed 52% better than non-FAY scholars in September 2013 AIMSweb reading (See figure 1)
- Non-FAY scholars improved their reading scores by 85% from September to October 2013 (See figure 1)

Language Arts – Junior Great Books helps scholars in grades kindergarten through eighth grade reach high achievement in language arts as demonstrated by meeting or exceeding Arizona State Language Arts Standards on the AIMS assessment and thus becoming independent readers and thinkers ready for the diverse demands of the 21st century. The Great Books® program has been fully integrated into Paideia's curriculum maps and lesson plans and is aligned with the Common Core Language Arts standards. Furthermore, it matches key components of language arts curriculum standards and helps all scholars meet specific performance objectives—which typically include reading comprehension, oral communication, writing, vocabulary, literature, and literary response. The goal of the Junior Great Books programs is to instill children with the habits of mind that characterize self-reliant thinkers, readers, and learners. Great Books programs are predicated on the idea that everyone can read and understand excellent literature — literature that has the capacity to engage the whole person, the imagination as well as the intellect.

Language Arts – Shared Inquiry is a distinctive method of learning in which scholars are coached to search for answers to fundamental questions raised by a text – fiction or non-fiction. The adoption and implementation of shared inquiry method of instruction came as a result of careful national research that strongly supports the use of Junior Great Books® core reading program and shared inquiry method for increased scholar achievement as demonstrated by meeting or exceeding Arizona's State Language Arts Standards, thus addressing the needs of variety of learners in the elementary and middle school grades.[5]

The Junior Great Books and Shared Inquiry curricula are intended to increase overall language arts achievement at Paideia. Evidence of this increase is found in the 2012 Galileo benchmark assessments by grade level and overall percentile ranking in reading (See figure 2 and 3). All grade levels made notable progress towards passing the AIMS assessment by May 2012 except the fifth grade.

Language Arts – Guided Reading is a method of instruction adopted by Paideia's early grades Small Learning Community teams. The SLC data review team analyzed ongoing reading data that indicated our early elementary scholars' reading skills were not developing as rapidly as they should. The first, second, and third grade SLC teams researched options for supplemental reading curriculum. They presented options to the Executive Leadership Team and recommended adopting Guided Reading for grades K through 3. The supplemental reading program was approved, materials were ordered, and professional development scheduled. The Guided Reading program has been adopted and will be implemented in December 2013.

Mathematics – Singapore Math was adopted and implemented by Paideia Academy after careful consideration of its potential to assist scholars from underperforming areas to grow to high achievement as demonstrated on the AIMS assessment in mathematics. Singapore Math provides

[5] The Great Books Foundation http://www.greatbooks.org/programs-for-all-ages/junior/research-effectiveness.html

balance between drill and creative problem solving. Those who have compared Singapore Math with other math curriculum report that Singapore math moves the scholars more quickly and rationally toward abstract concepts. There is an emphasis on homework and practice, and an effective mix of word problems, drills and mental calculation. Instruction is paced to the needs of each individual scholar.

Odyssey Math – Supplemental Curriculum Careful analysis of Paideia's math achievement data on AIMS and Galileo Benchmark assessments indicate math to be the most significant challenge for Paideia scholars. After careful consideration, the Campus Leadership Council proposed Odyssey Math to the Executive Leadership team as a supplemental curriculum to help ensure that scholars in the bottom 25th percentile are sufficiently prepared to meet or exceed the AIMS assessment in math. This curriculum is based on proven RtI strategies to maximize achievement of our scholars in the bottom 25th percentile. It is aligned to the National Council of Teachers of Mathematics' 2006 Focal Points as well as the Arizona Common Core Standards in Math, and addresses scholars' needs based on requirements in all three RtI tiers.

Odyssey Math will primarily be used for RtI intervention during the school day. However, it may also be used after school for tutoring or by scholars at home in the evenings and weekends. All teachers and interventionists will receive ongoing professional development for effective implementation of Odyssey Math for scholars in the bottom 25th percentile.

Math Fact Fluency It is mandatory that every Paideia Academy classroom practices math fluency for a minimum of ten minutes per day. Our data shows that daily math fact practice increases scholar achievement performance AIMSWeb computation assessments. This is a fundamental and basic pre-requisite to moving on to higher level abstract math concepts.

Data from 2012 Galileo Benchmark assessments demonstrate growth for all students (see figure 3) and for the first two months of 2013 AIMSweb math assessments show growth of scholars towards passing the AIMS assessment (See figure 4).

A plan for monitoring the integration of the Arizona Academic Standards into instruction

All grade levels completed curriculum maps for the 2013-2014 school year during summer training in July 2013. Curriculum Maps are reviewed quarterly by the Curriculum Director to include adjustments for scholar strategic monitoring and benchmark data. Lesson Plans are reviewed monthly by the Curriculum Director monitoring that all lessons (a) align with state standards, (b) include rich details using the 90-day framework sequence, (c) have clear signs of adjustment as indicated by benchmark data, (d) include clear "I do, We do, You do" sequences, (e) plan for high scholar engagement, (f) include intensive reading/writing/speaking in all content areas, and (g) clearly incorporate the Paideia philosophy. These data are reported to the Executive Leadership Team once per month.

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Data Lab - Weekly Data Dialog A classroom has been transformed into a data lab for our SLC teams to meet and collaborate. The walls of the data lab are lined with hanging clear plastic pockets with a section for reading and math for each class. Each scholar is represented by a card which is placed at the red, yellow, or green level indicating achievement in the most recent Galileo benchmark. Scholar cards

also contain the most recent AIMSweb reading and math data. This gives the SLC members a visual reference of the data on which to focus. Small Learning Community teams meet in the data lab at least once per month to review benchmark, AIMSweb, and classroom data, and to collaborate on lesson plans to increase achievement in their SLC. Data dialog meetings allow the teachers to collaborate on instructional strategies and lesson plan adjustments to meet the needs of scholars who are failing to meet targeted learning objectives as shown in Galileo reports. Data dialog notes are recorded in class-wide data binders and reported to the CLC team once per month.

Data Dialog Binders (individual scholar and class-wide) Each scholar has created an individualized data notebook. In the notebook, the scholar has written his or her personal mission statement and goals. The notebook has sections for Galileo benchmark and AIMSweb data as well as classroom achievement data. The scholar reviews the data notebook with the teacher on a regular basis and the parent on a quarterly basis. Each grade-level classroom teacher has also created a classroom data dialog binder. This binder is used to track classroom data as reported through Galileo benchmark and AIMSweb assessments as well as record instructional strategies needed for scholars not meeting targeted learning objectives. These data and remediation strategies are analyzed at least once per month through data dialog meetings with SLC teams in the data lab.

School-wide Data Score Board Grade level data from Galileo and AIMSweb assessments along with attendance data is posted on the school-wide data score board. The data score board displays the school-wide goal along with each grade's advancement towards meeting the goal. Teacher's take their scholars to the data score board at least once per month to review progress towards meeting their class goal. Teachers and scholars recommit themselves by reviewing their individual class-wide data notebooks, goals, and First Things First activities.

A professional development plan, that contributes to increased scholar growth

Curriculum Specific Professional Development Paideia Academy prides itself on providing rich professional development that contributes to the growth of our scholars. Teachers have received professional development in all adopted curriculum programs including: Spalding Training (Summers 2012 and 2013 and coaching visits from Spalding throughout the school year), Shared Inquiry Training (Summer 2013 and periodic monthly staff meetings), Singapore Math training (Five days of training 2012-2013 school year and two days of training summer 2013), Differentiated Instruction Training (Summer 2013), and Galileo and AIMSweb training to understand data results and plan using results (Summer 2013 and continuous training at monthly staff and Small Learning Community meetings), Guided Reading training (Fall 2013). These data are reviewed by the Executive Leadership team once per month. Teachers who's curriculum maps or lesson plans that do not include each of the outlined elements receive coaching and monitoring from the curriculum director.

Teacher Instructional Effectiveness Observations Teachers are observed at least monthly using the Paideia Instructional Effectiveness Rubric. This rubric measures the following areas of teacher effectivess: (a) scholar friendly learning objectives, (b) critical vocabulary, (c) anticipatory set, (d) guided practice, (d) check for understanding, (e) level of scholar engagement and intellectual coaching, (f) classroom culture and management, and (g) monitoring the integration of the Arizona Academic Standards into instruction. Teacher observations are conducted by the Principal, Curriculum Director, and/or Assistant Principal. The Curriculum Director is regularly in classrooms providing academic coaching to teachers, helping the integration of Arizona Academic Standards in lessons more effectively.

Each element of the teacher effectiveness rubric observation is ranked on a scale of 1 to 4. These data are tabulated on an excel worksheet for each of the 8 components of teacher effectiveness at Paideia. These data are shared with the teacher who then shares the data with the small learning community team leader. These data provide precise direction for professional development at the individual teacher level, grade level, small learning community team level, as well as at the school-wide level.

These data are reviewed at each Campus Leadership Team meeting, Executive Leadership meeting, and quarterly at the Governing Board meeting. These data inform each level of school leadership as the effectiveness of the teacher, instruction, intervention, curriculum, and the need for precise professional development.

Figures

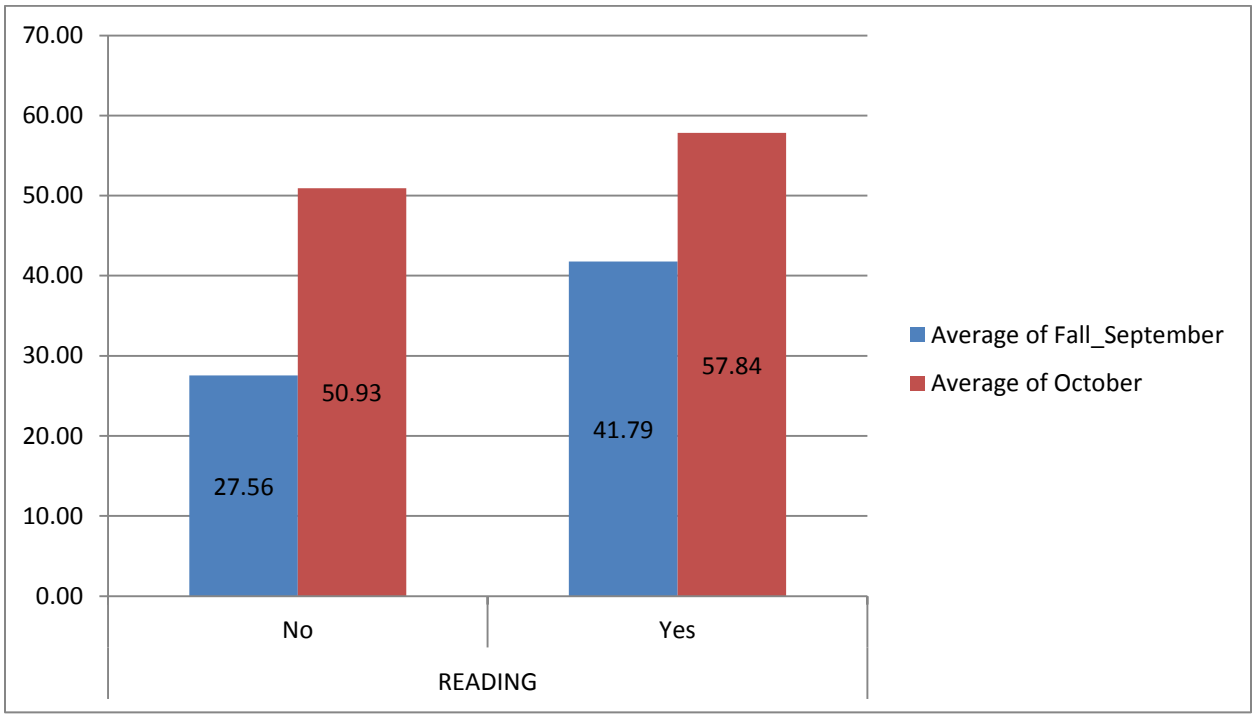

Figure 1 All scholars AIMSweb Reading No = Non-FAY, Yes = FAY

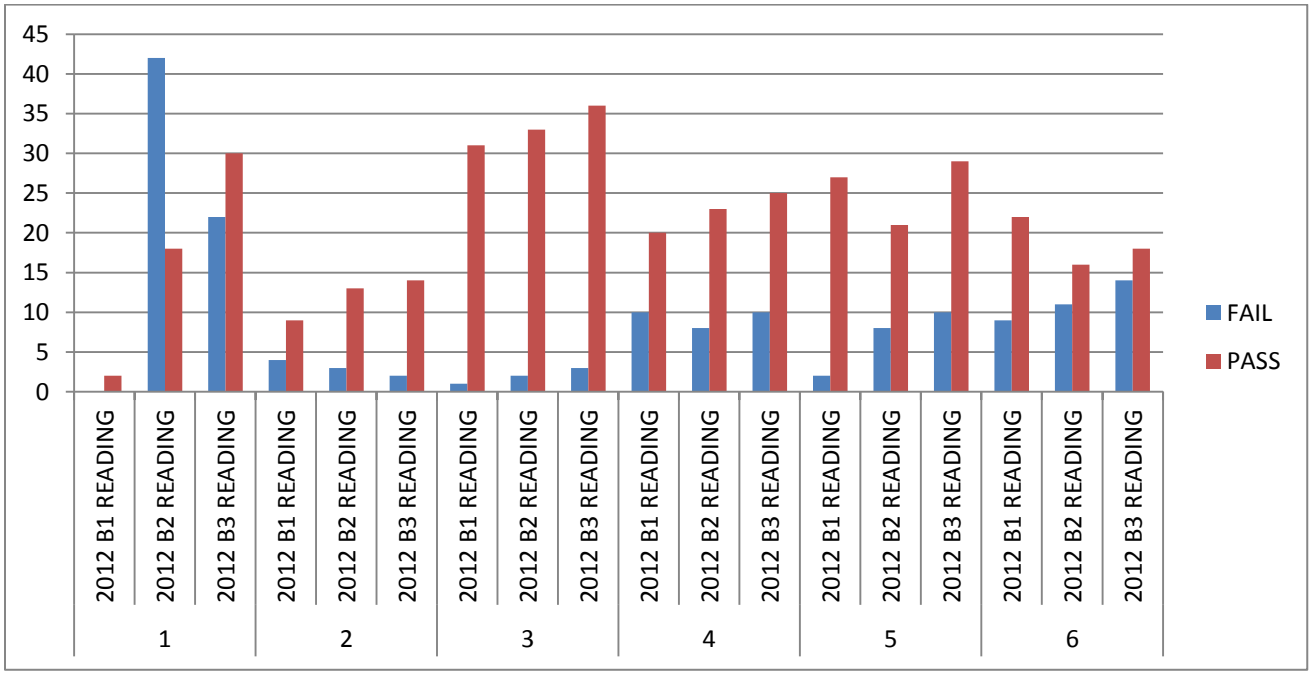

Figure 2 Galileo 2012 Reading assessment results Benchmark 1 to Post Test (B3)

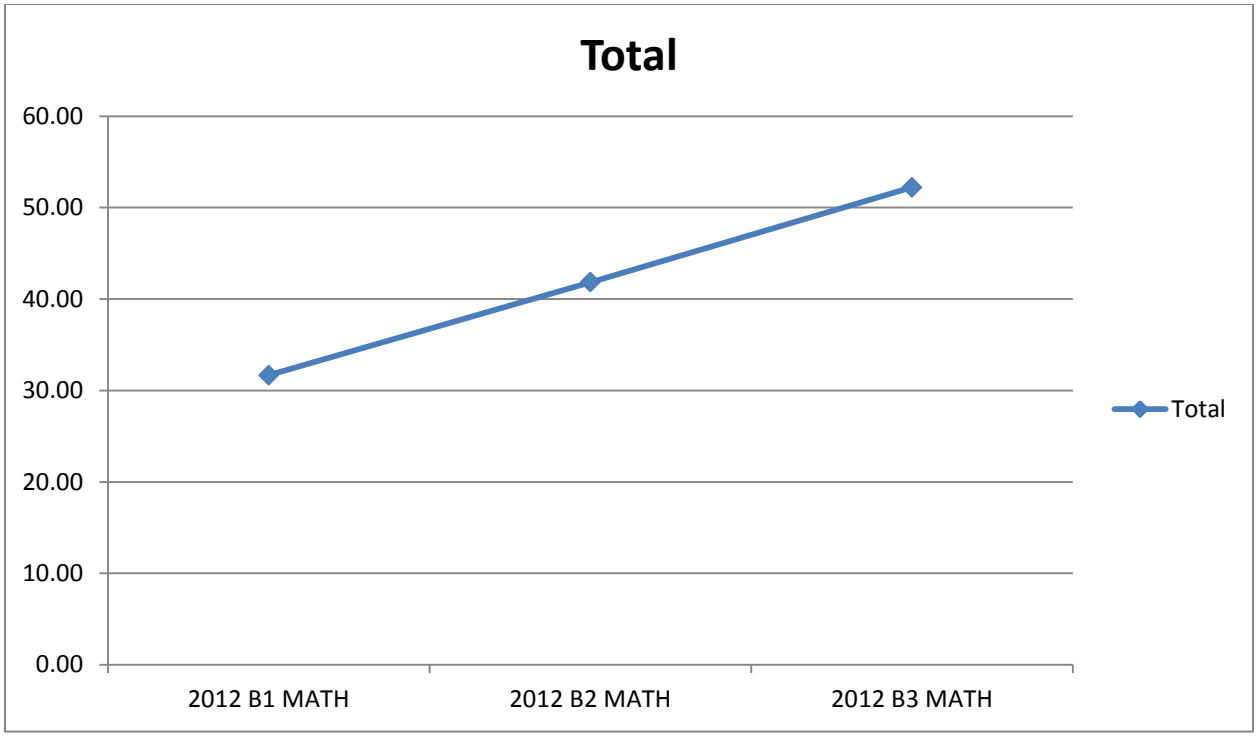

Figure 3 Percentile Growth Galileo Math 2012

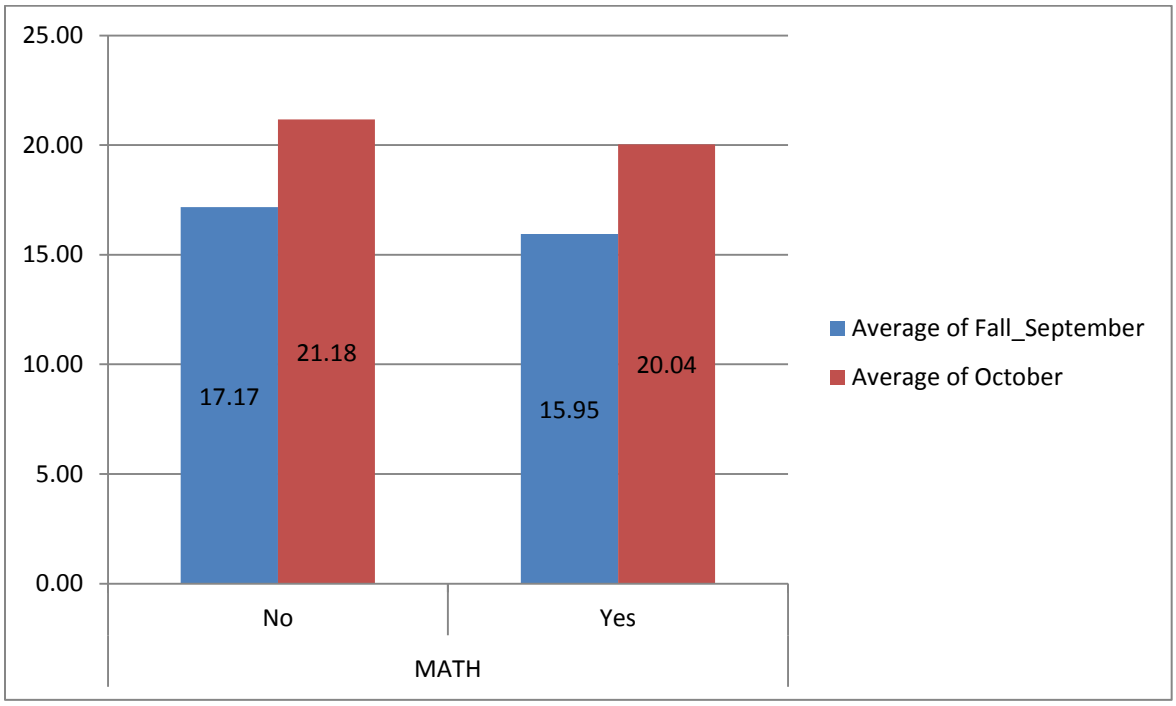

Figure 4 All scholars AIMSweb Math No = Non-FAY, Yes = FAY

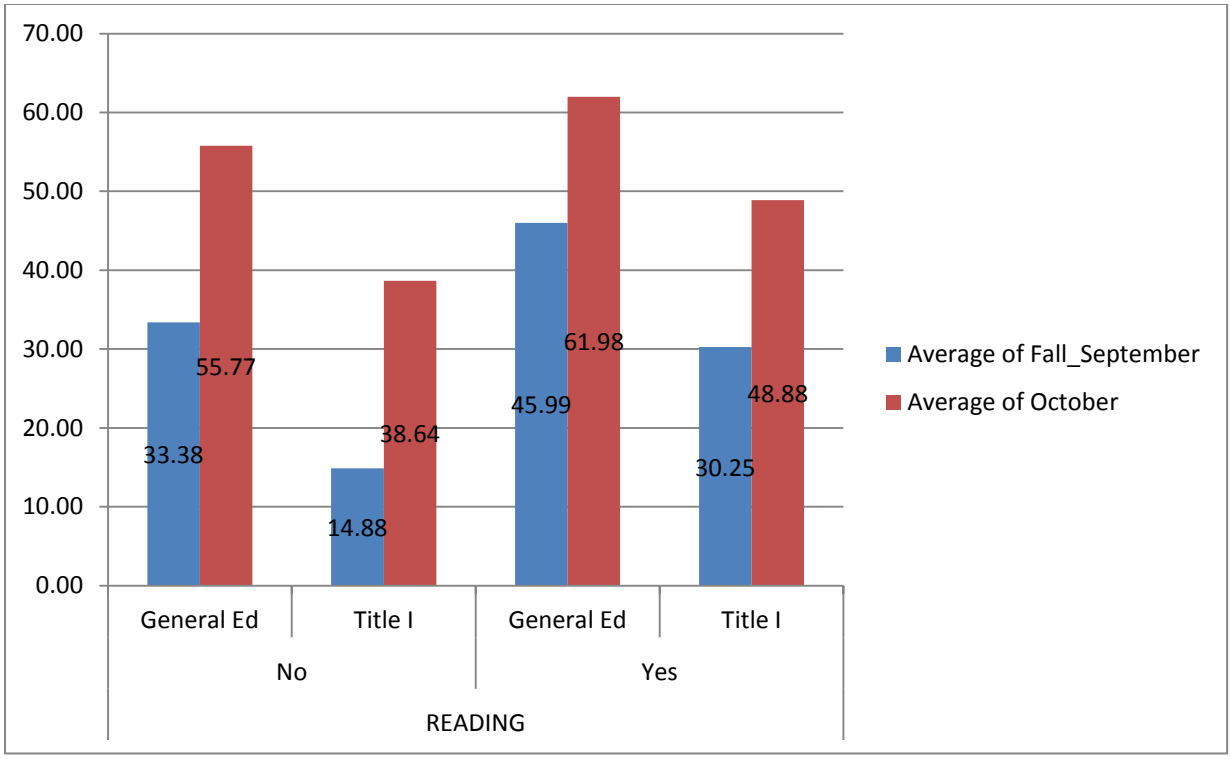

Figure 5 AIMSweb RtI Reading Scores Title I = RtI scholars, No = Non-Fay, Yes = FAY

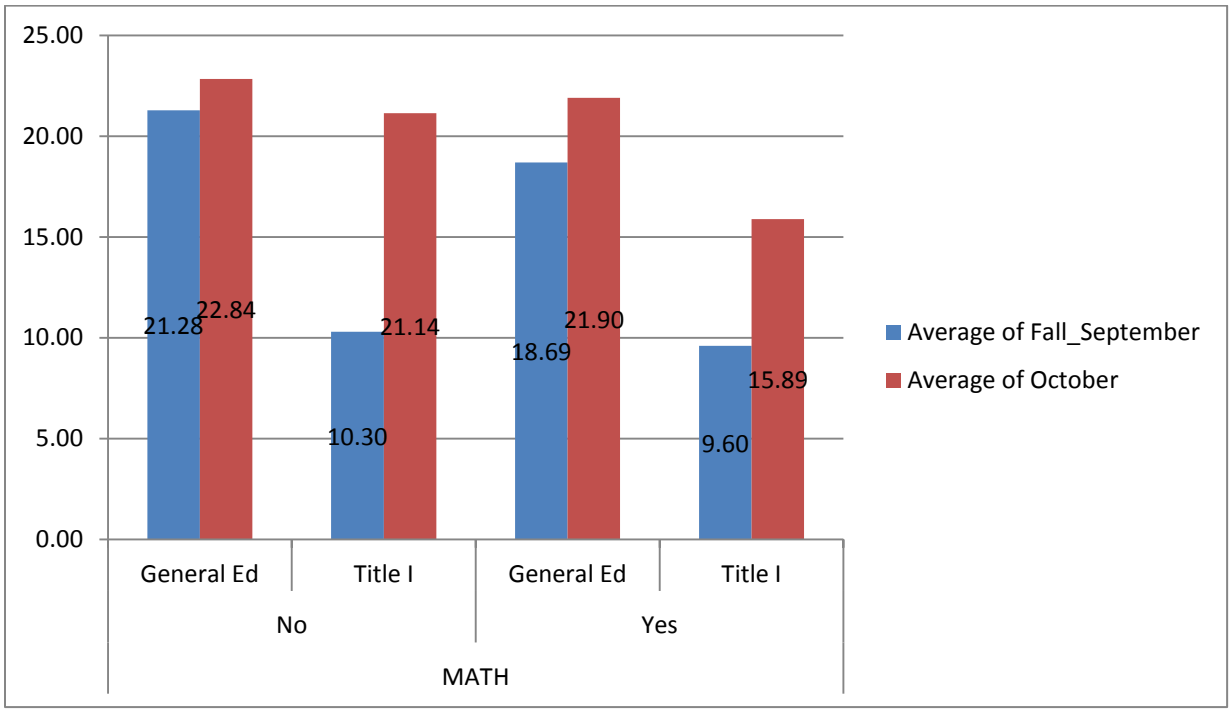

Figure 6 AIMSweb RtI Math Scores Title I = RtI scholars, No = Non-Fay, Yes = FAY

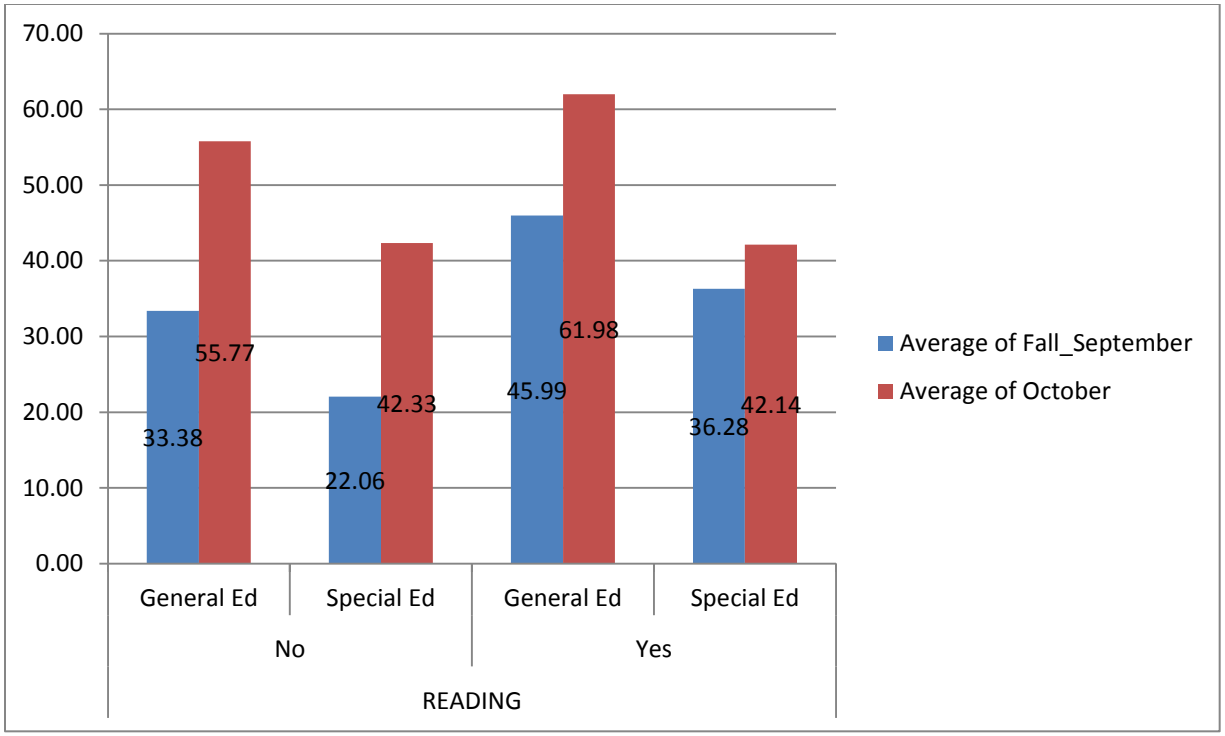

Figure 7 Special Education AIMSweb Reading, No = Non-Fay, Yes = FAY

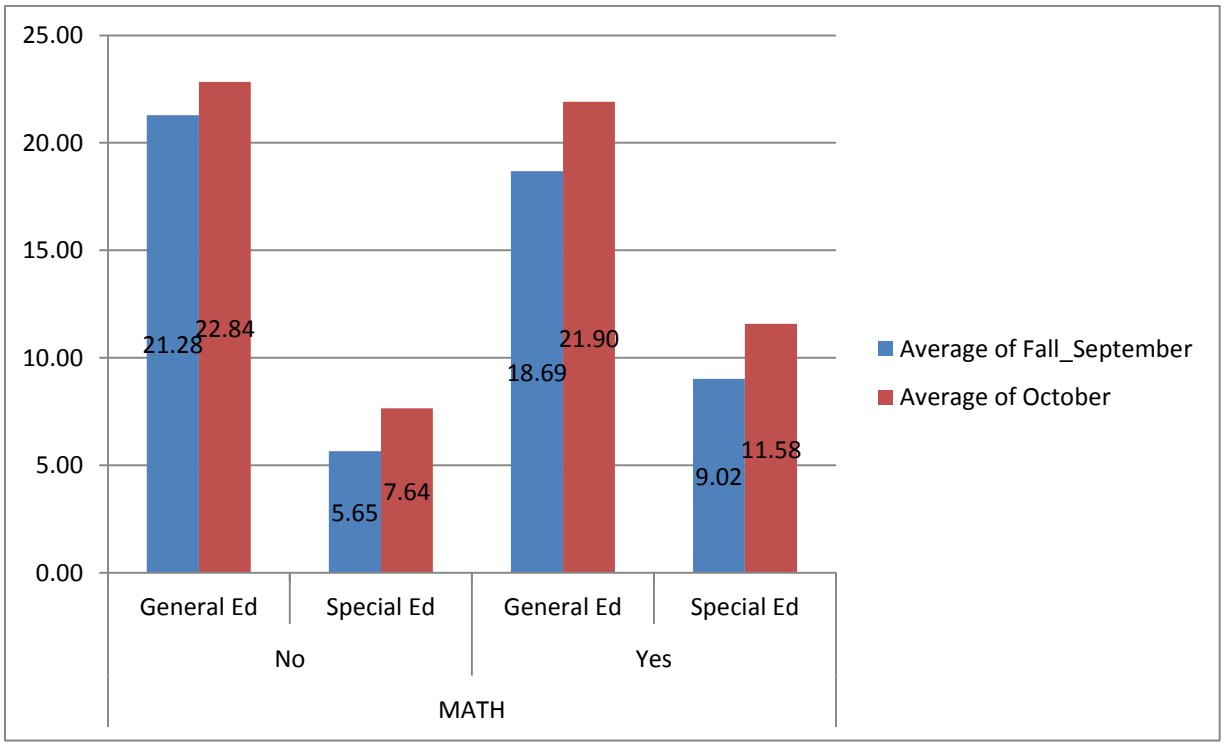

Figure 8 Special Education AIMSweb Math

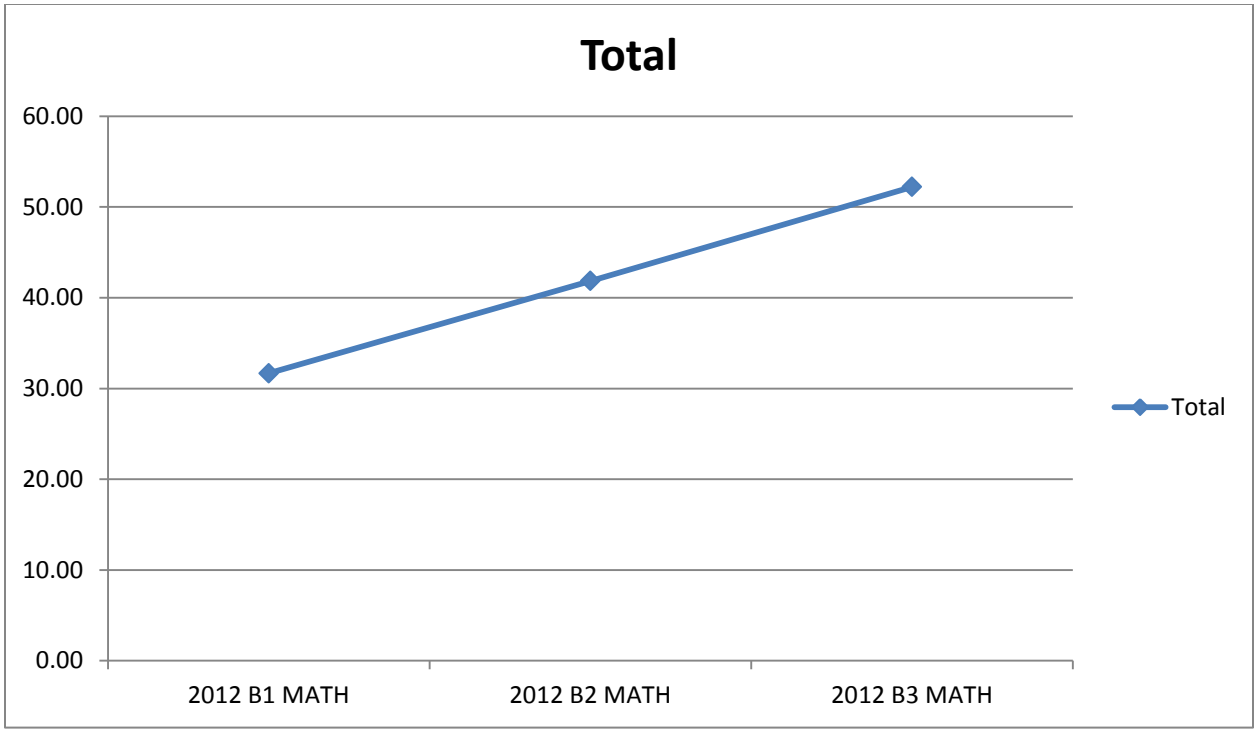

Figure 9 Special Education Galileo Percentile Growth Math

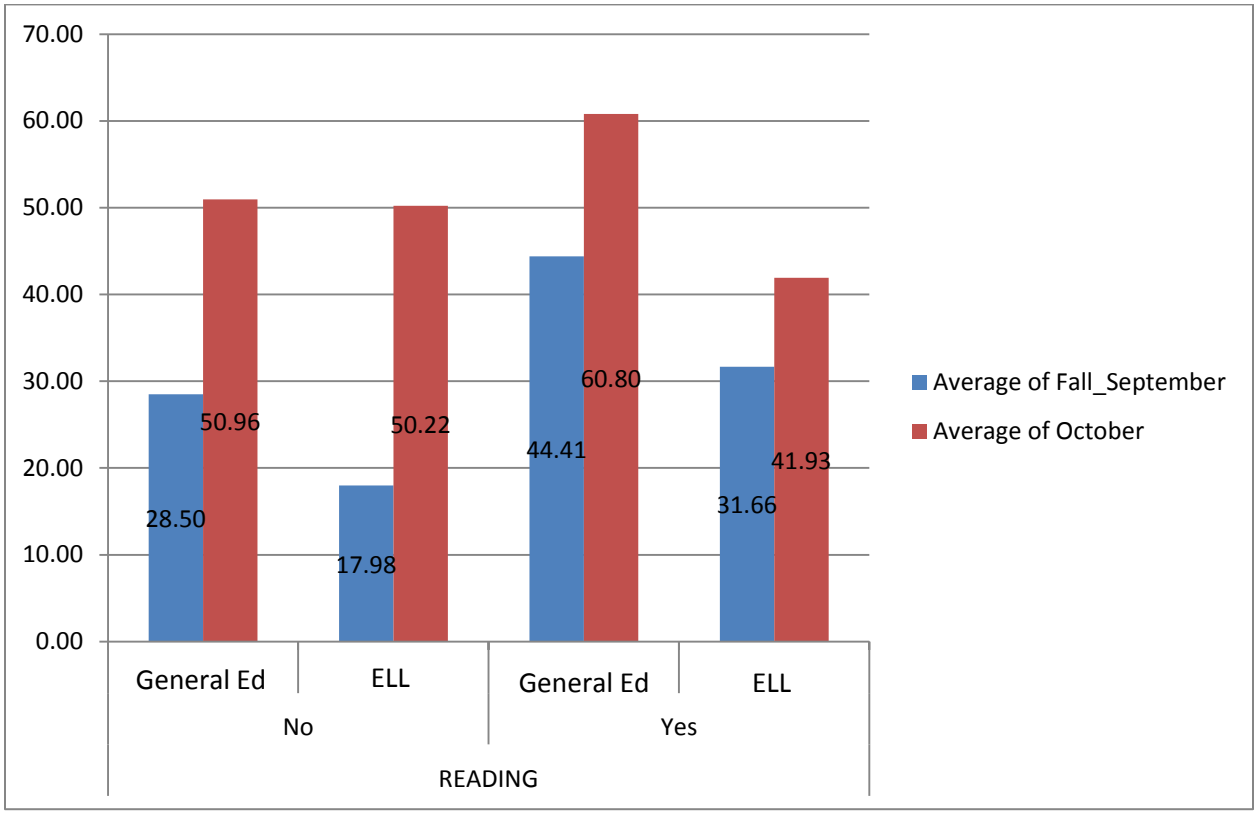

Figure 10 ELL AIMSweb Reading No= Non-Fay, Yes = FAY

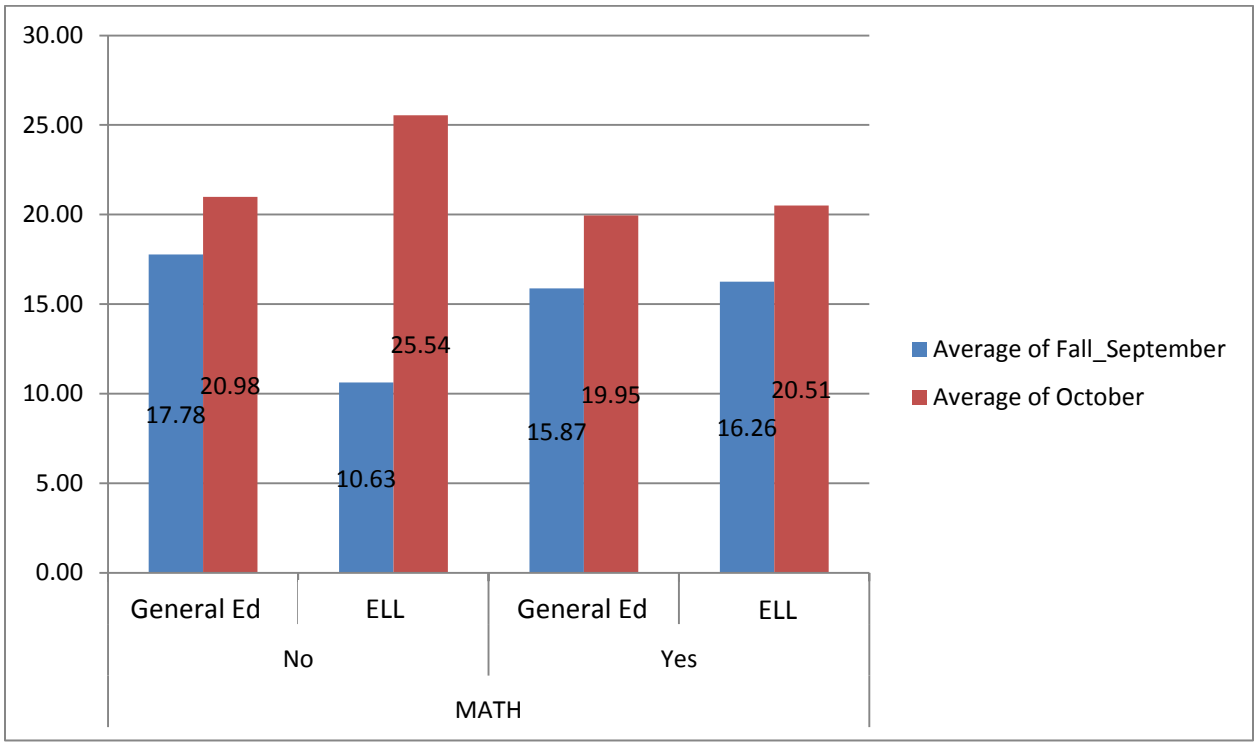

Figure 11 ELL AIMSweb Math no = Non-Fay, Yes=FAY

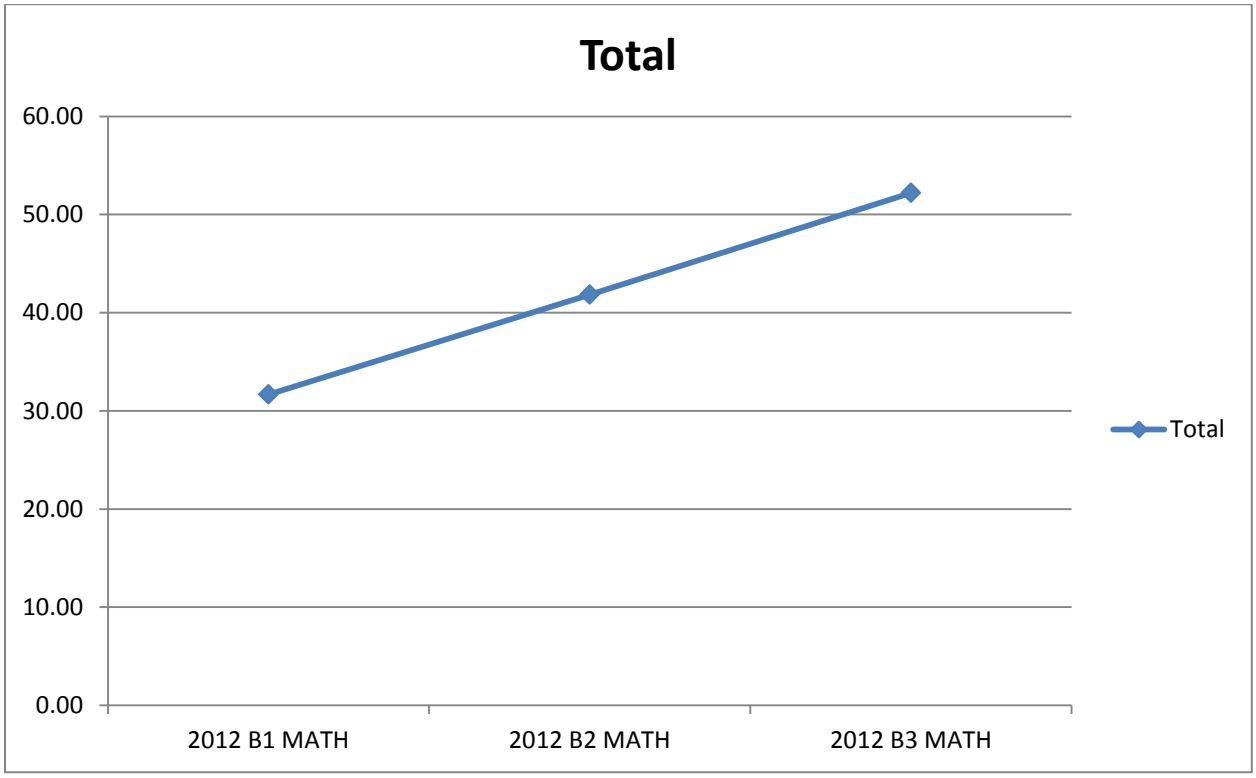

Figure 12 ELL Galileo Percentile Growth Math

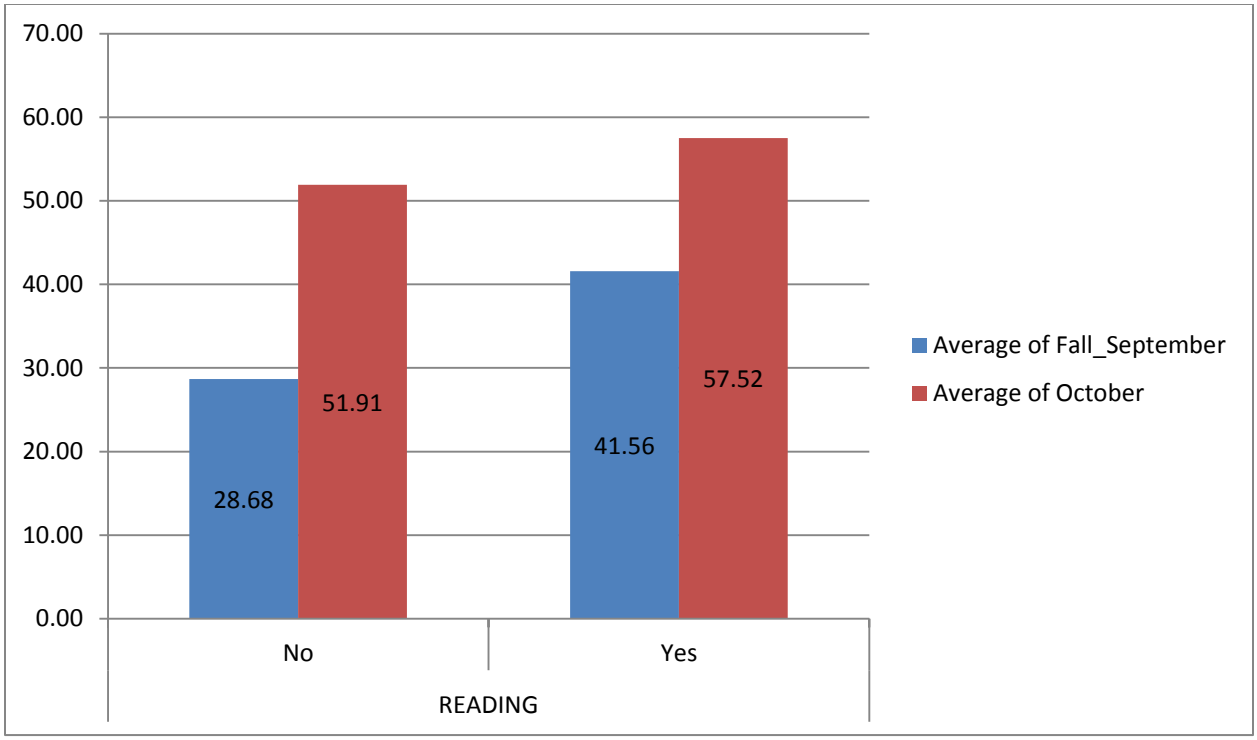

Figure 13 FRL AIMSweb Reading no=non-Fay, Yes = FAY

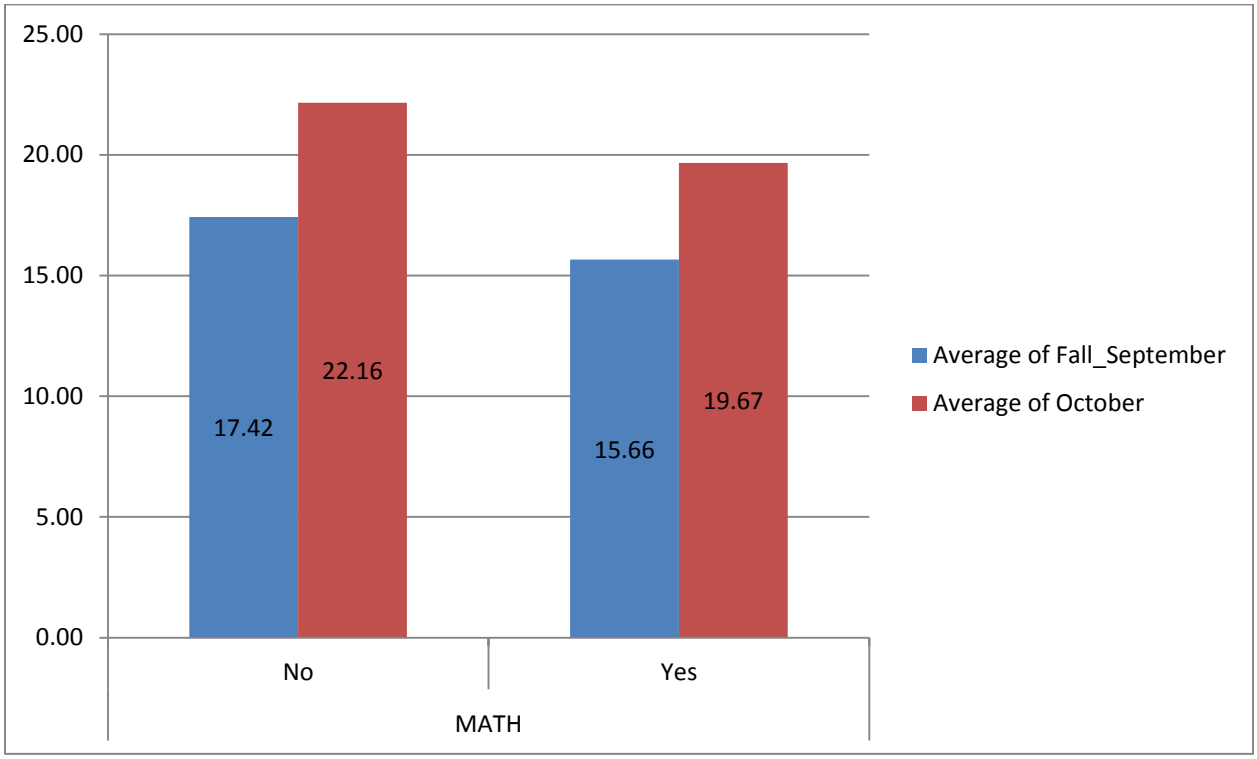

Figure 14 FRL AIMSweb Math no = Non=Fay, Yes = FAY