Demonstration of Sufficient Progress

DSP Report

Charter Holder Name:

School(s):

Date Submitted:

Purpose of Demonstration of Sufficient Progress *(check one):*

- ☐ Annual Monitoring
- ☐ Interval Review
- ☐ Renewal
- ☐ Failing School
- ✓ Expansion Request

Academic Dashboard Year *(check all that apply)*:

- ✓ ☐FY2013
- ✓ ☐ FY2014

Directions:

A. Locate and download "Demonstration of Sufficient Progress Process and Instructions" from the Board's website or the Help files on ASBCS Online. Read the instructions carefully and view the DSP Online Technical Assistance presentation before starting.

   a. To locate the "Demonstration of Sufficient Progress Process and Instructions" on the Board's website:

      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Demonstration of Sufficient Progress" section.
      vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

   b. To locate the "Demonstration of Sufficient Progress Process and Instructions" on ASBCS Online:

      i. Go to ASBCS Online (http://online.asbcs.az.gov)
      ii. Log in using the user name and password of the Charter Representative
      iii. If you do not remember your password, locate the "Forgot Password" icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator (charterschoolboard@asbcs.az.gov) with instructions.
      iv. Locate the "Help" section of the Dashboard.
      v. Select "Online Help"

vi. Locate and download the “Demonstration of Sufficient Progress Process and Instructions”.

c. To locate the DSP Online Technical Assistance presentations on the Board’s website:
   i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
   ii. Locate the “For Charter School Operators” section in the middle of the page.
   iii. Select the “Performance Expectations & Reviews” link.
   iv. Select the “Academic Interventions” tab.
   v. Scroll down to the “Demonstration of Sufficient Progress” section.
   vi. Locate and click the link for the DSP Online Technical Assistance presentation you wish to view.

d.

B. Complete the template by providing a clear and concise written answer for each question. The suggested word count is no more than 400 words per question. In addition, list the names of all documents that serve as evidence of implementation of the process described in the answer. Reference evidence listed in the Charter Holder’s Performance Management Plan when listing evidence of implementation.

Area I: Data

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard.[1] The Charter Holder must copy and paste the entire Data area for each school.

School Name: Buckeye

Dashboard Ratings for All Measures					
Measure	Prior Year Dashboard		Current Year Dashboard		Data Required for Report
	Meets Exceeds	Does Not Meet Falls Far Below No Rating	Meets Exceeds	Does Not Meet Falls Far Below No Rating	
Student Median Growth Percentile (SGP) - Math	☐	✓ ☐	☐	✓ ☐	✓ ☐
Student Median Growth Percentile (SGP) – Reading	☐	✓ ☐	☐	✓ ☐	✓ ☐
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	✓ ☐	☐	✓ ☐	✓ ☐
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	✓ ☐	☐	✓ ☐	✓ ☐
Improvement – Math (Alternative High Schools Only)	☐	☐	☐	☐	☐
Improvement – Reading (Alternative High Schools Only)	☐	☐	☐	☐	☐
Percent Passing – Math	☐	✓ ☐	☐	✓ ☐	✓ ☐
Percent Passing – Reading	✓ ☐	☐	✓ ☐	☐	☐
Subgroup, ELL – Math	☐	✓ ☐	☐	✓ ☐	✓ ☐
Subgroup, ELL – Reading	☐	✓ ☐	☐	✓ ☐	✓ ☐
Subgroup, FRL – Math	☐	✓ ☐	☐	✓ ☐	✓ ☐
Subgroup, FRL – Reading	☐	✓ ☐	☐	✓ ☐	✓ ☐
Subgroup, students with disabilities – Math	✓ ☐	☐	☐	✓ ☐	✓ ☐
Subgroup, students with disabilities – Reading	✓ ☐	☐	☐	✓ ☐	✓ ☐

[1] If the Charter Holder is completing the DSP process as part of an amendment or notification request, follow the directions provided in the amendment or notification instructions.

High School Graduation Rate	☐	☐	☐	☐	☐
Academic Persistence (Alternative Schools Only)	☐	☐	☐	☐	☐

Data for All Applicable Measures and Subgroups

1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

Directions:Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide comparative year-over-year data and analysis generated from valid and reliable assessment sources that demonstrates and evaluates the change in academic performance for all required measures for at least the two most recent school years.The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board's academic expectations and must:

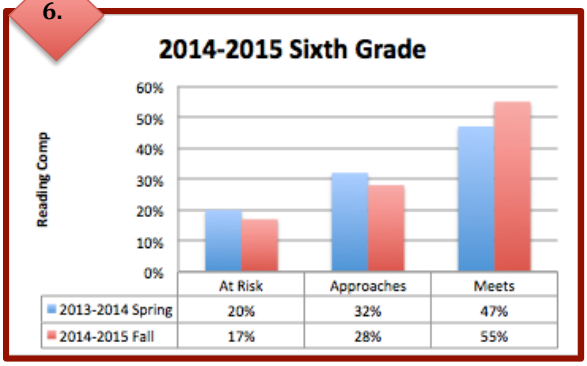
- clearly label all data to demonstrate which measure(s) it addresses,
- provide data generated from valid and reliable assessment sources,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

Insert data here:

Insert Student Median Growth Percentile (SGP) – Math data here:

Insert Student Median Growth Percentile (SGP) – Reading data here:

6.



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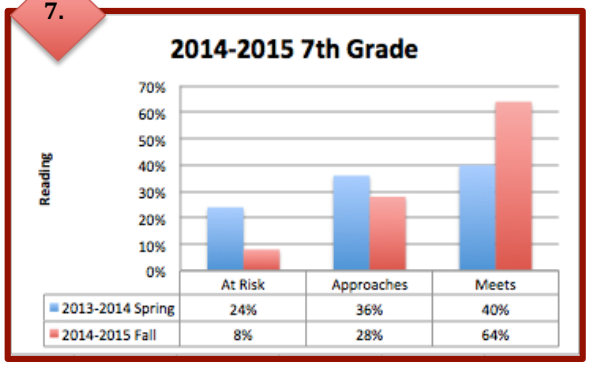

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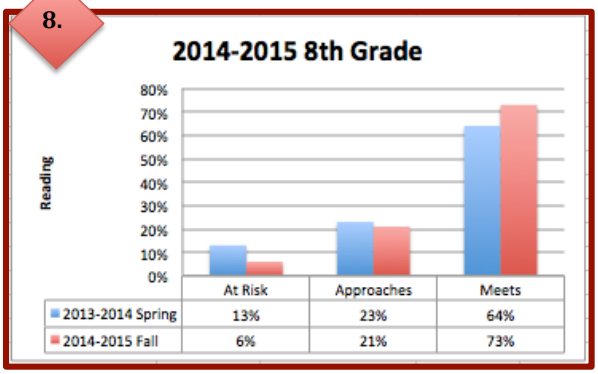

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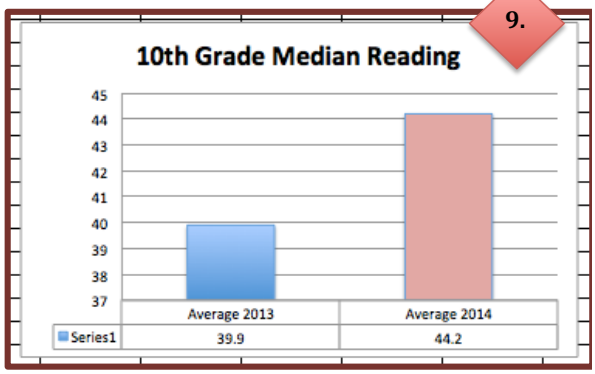

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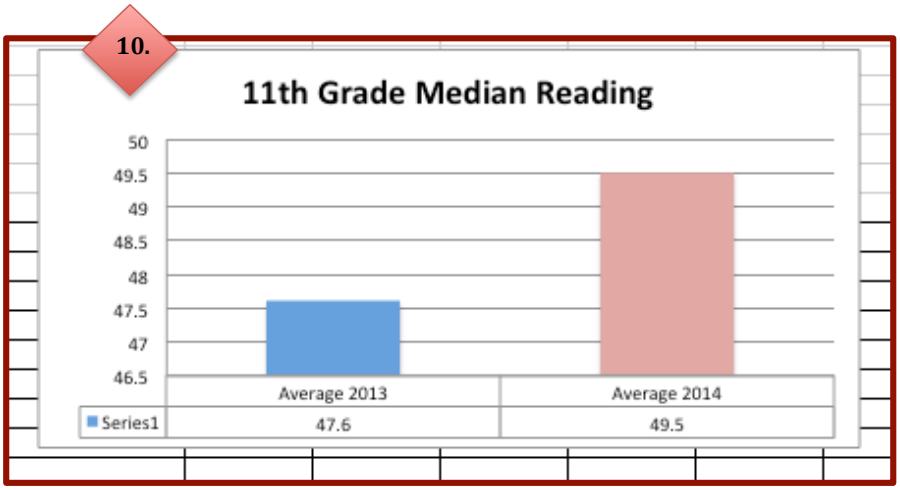
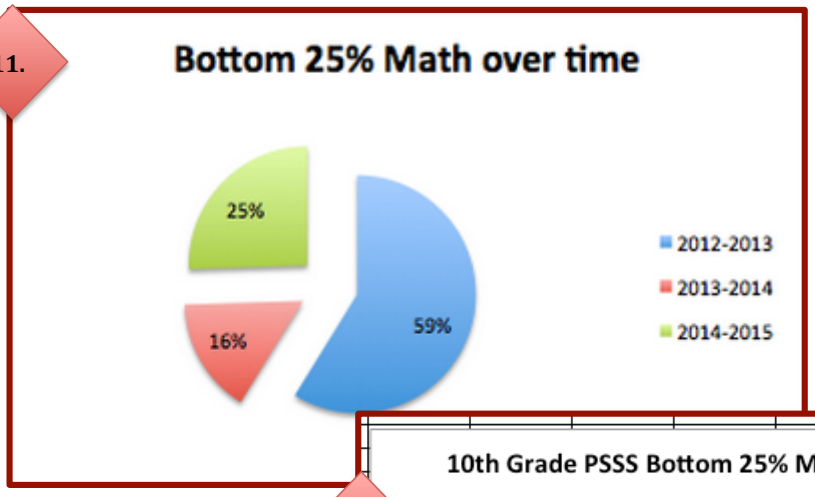


Insert Student Median Growth Percentile (SGP), Bottom 25%,- Math data here:

11.



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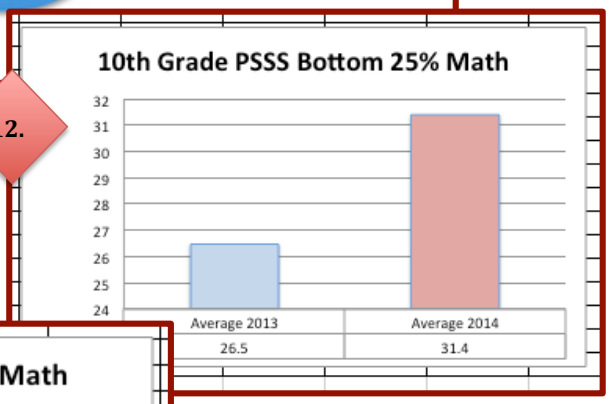

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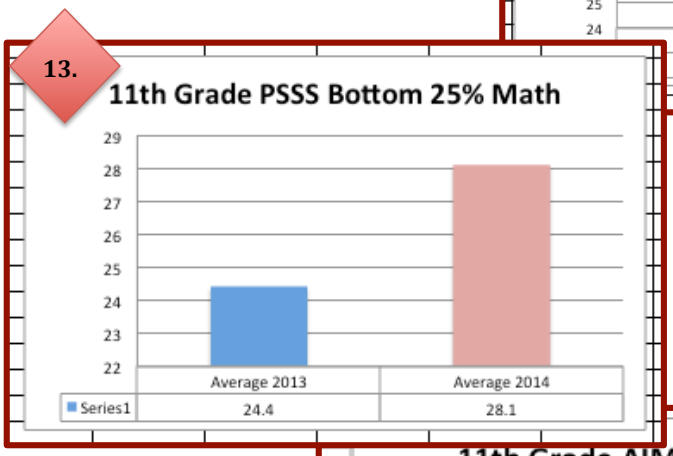

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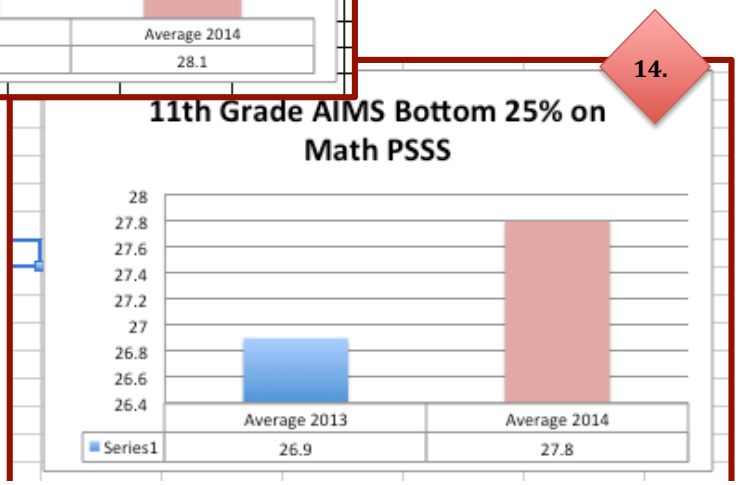
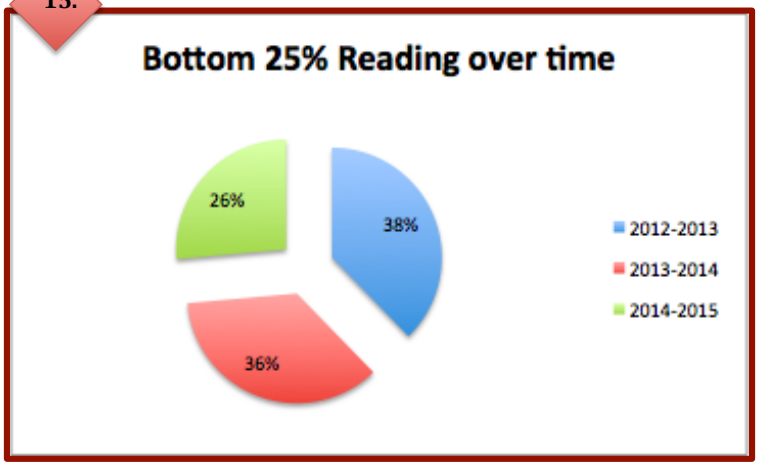


Insert Student Median Growth Percentile (SGP), Bottom 25%,- Reading data here:

15.



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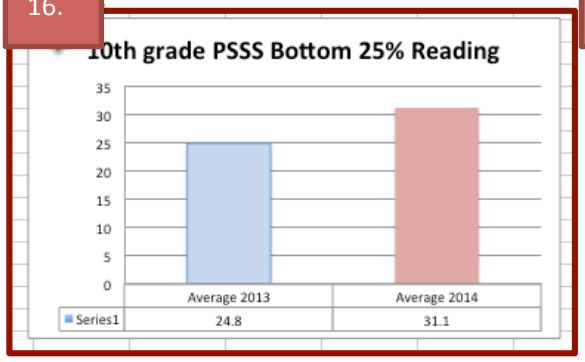

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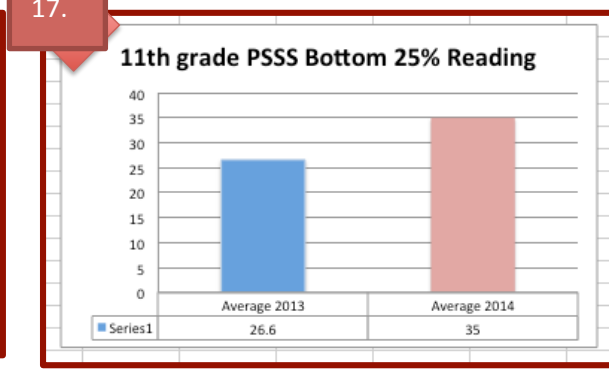

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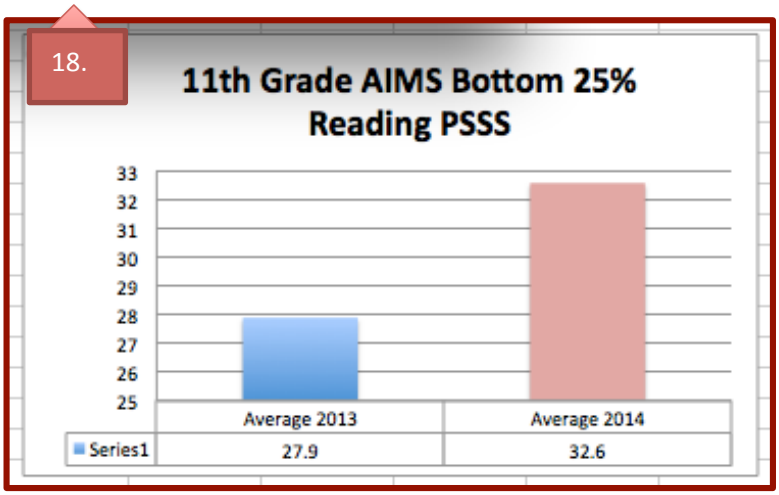
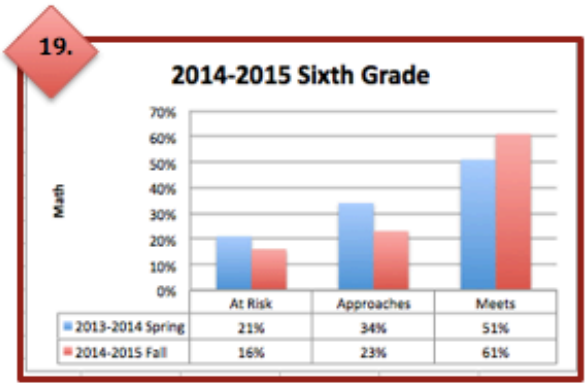
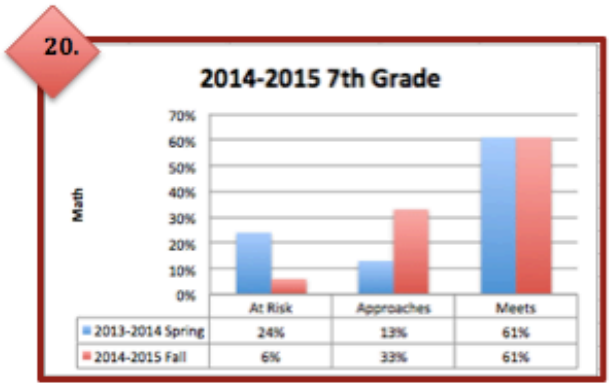
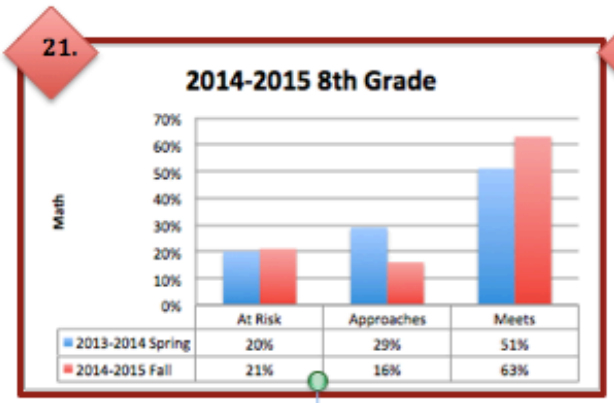
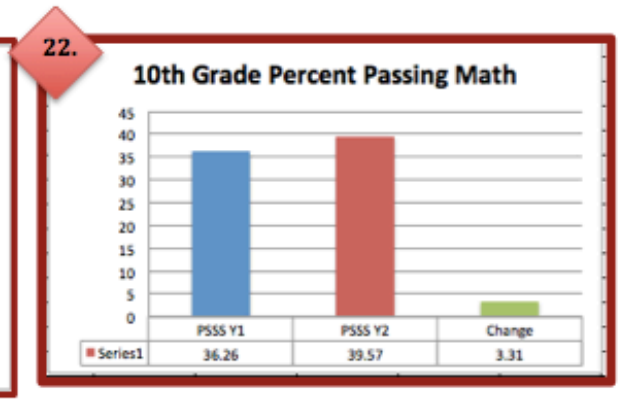


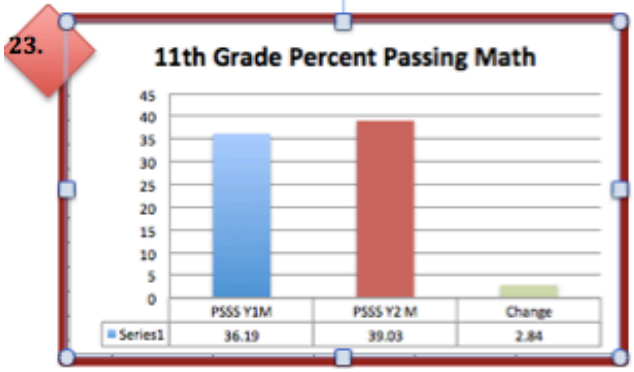
Insert Percent Passing – Math data here:



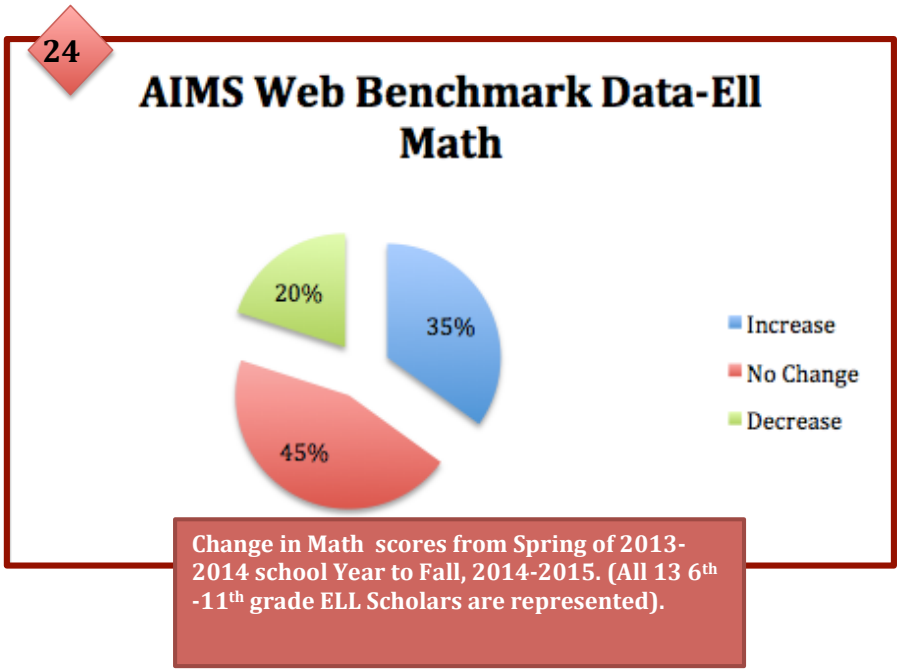




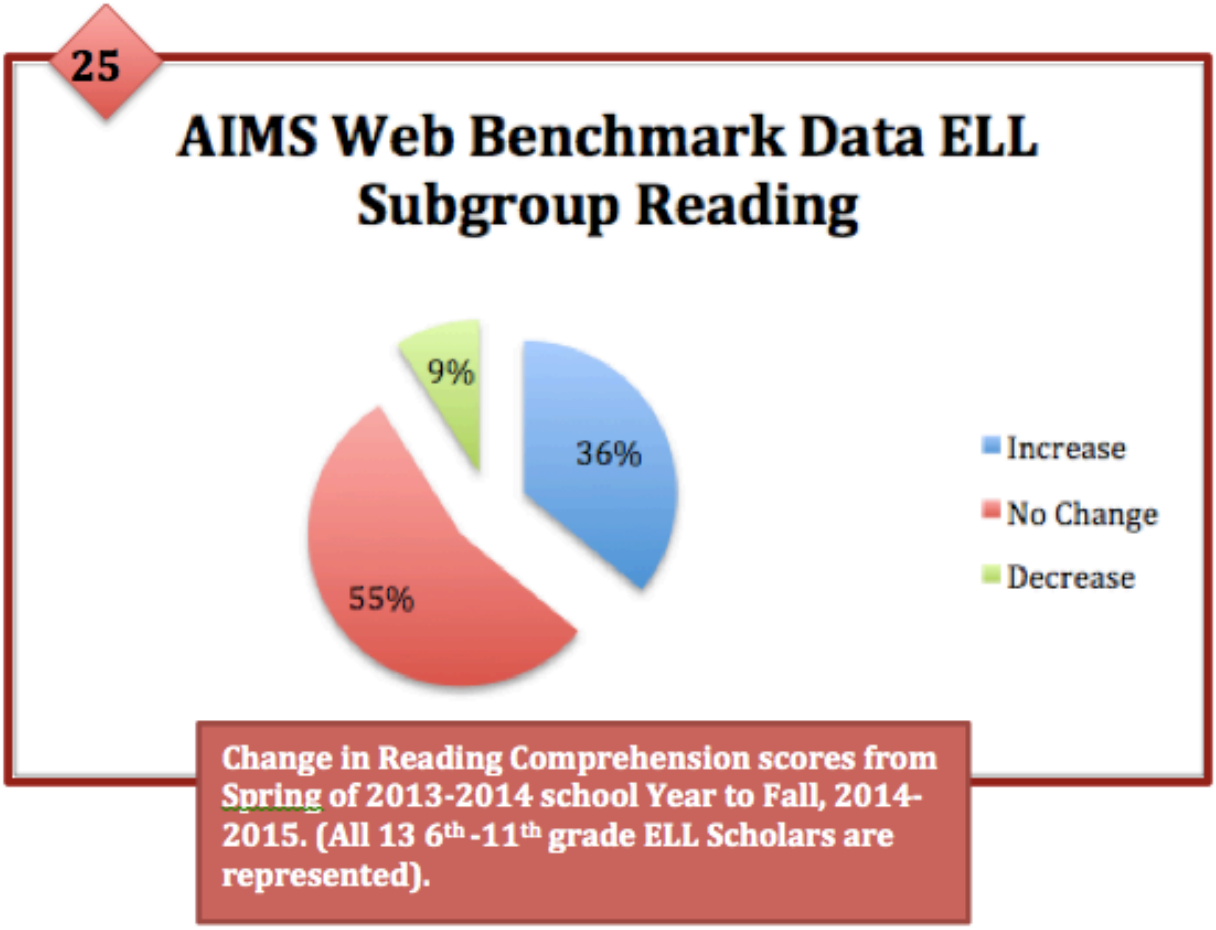




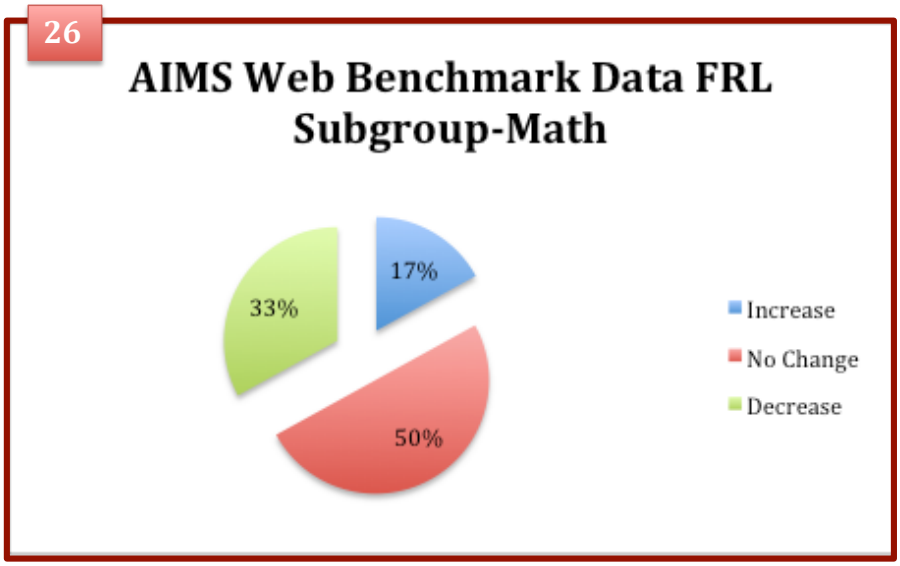
Insert Subgroup, ELL – Math data here:



Insert Subgroup, ELL – Reading data here:



Insert Subgroup, FRL – Math data here:



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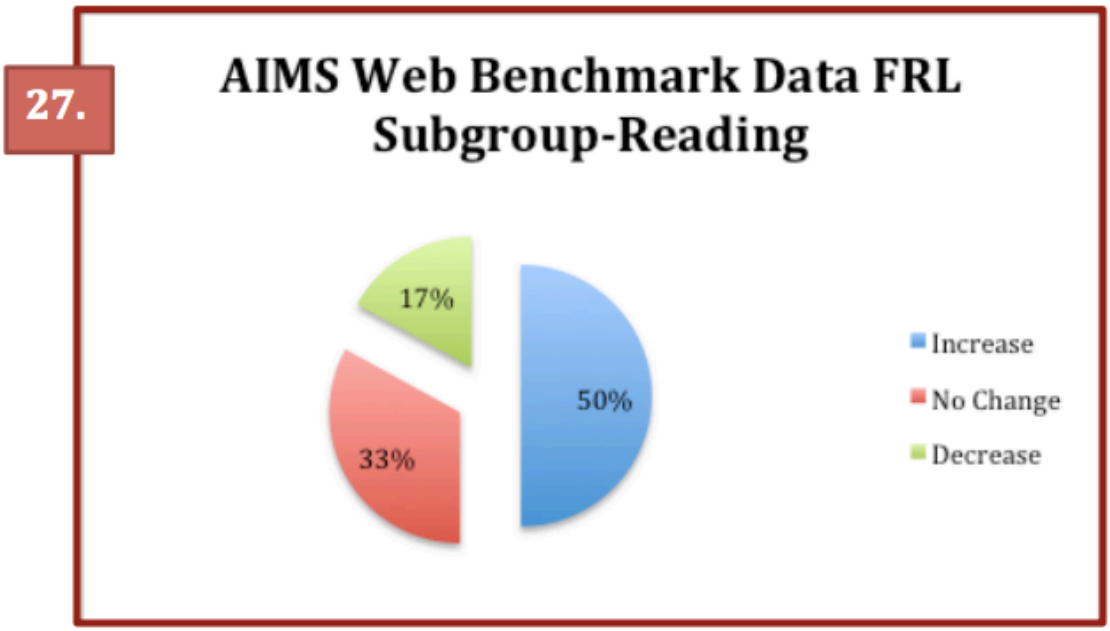
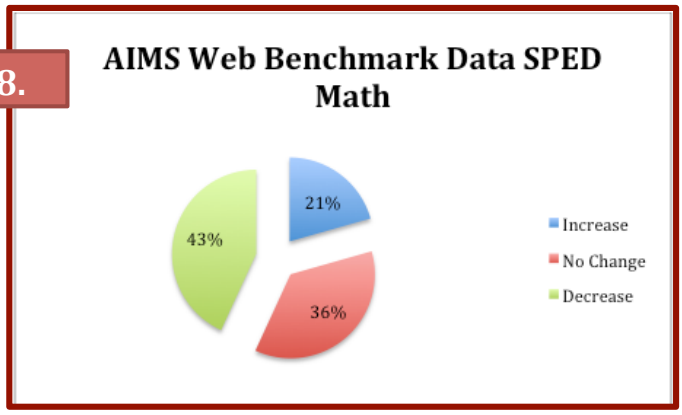


Insert Subgroup, students with disabilities – Math data here:

28.



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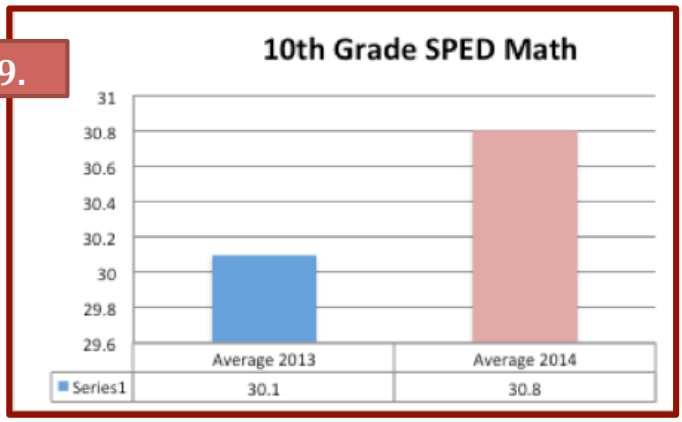

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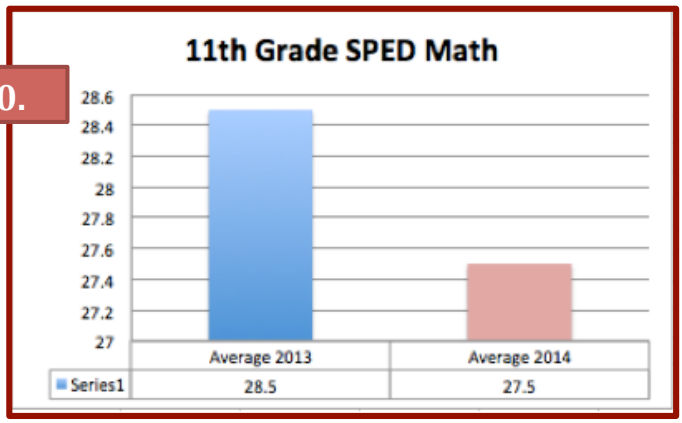
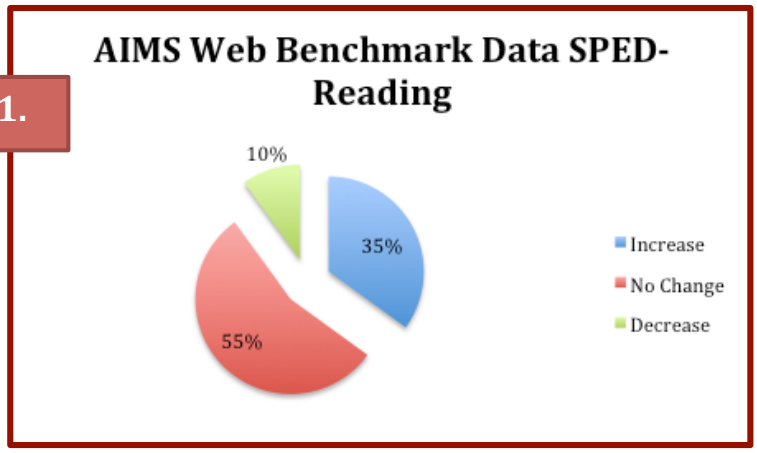


Insert Subgroup, students with disabilities – Reading data here:

31.



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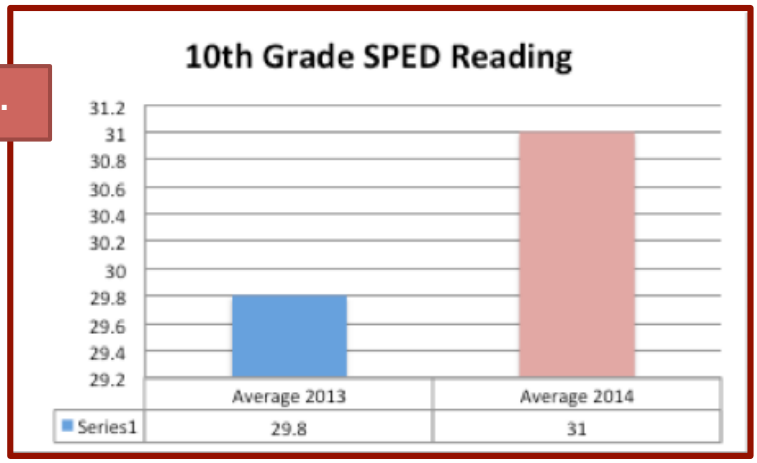

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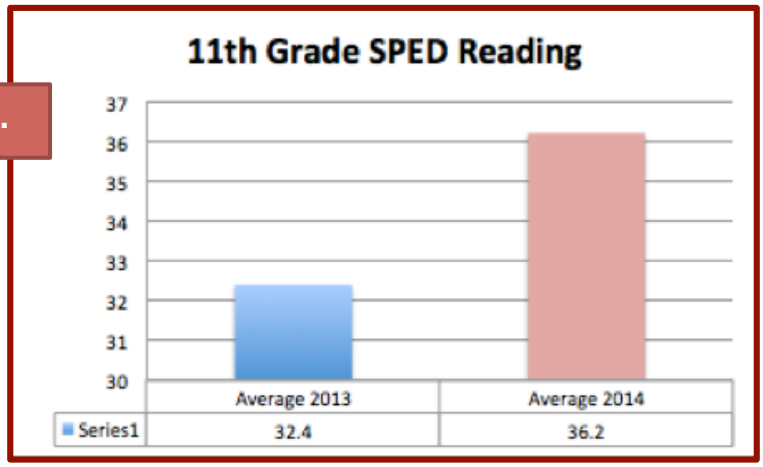

Valid and Reliable Data

2. How does the Charter Holder know that the data described above is valid and reliable?

The data above is taken from 3 main sources: Aims, AIMS Web and PSSS. All of these are nationally-normed performance indicators. These same sources were used consistently from year to year. The AIMS Web assessments were administered and scored by the same person each year thus insuring inter scoring reliability. Aims and the PSSS are administered by trained test proctors and scored by an independent, outside service.

Conclusions Drawn From Data

3. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?

1-3 Using the AIMS Web nationally-normed performance tiers, comparisons were made showing the growth of all scholars from the Spring of their 2013-2014 school year to their performance in the Fall of the 2014-2015 school year. The measure used was the MCAP (Math Concepts and Application). In 6th through 8th grades, the percentage of scholars in the at-risk and approaches categories decreased, and the meets categories increased.

4-5 Using the PSSS, Preliminary SAT Scoring Service, comparisons were made showing the math growth of the median current 10th and grade scholars from the Spring of their 2012-2013 school year to their performance in the Spring of their 2013-2014 school year. Current 10th grade scholars grew an average of 3.2 points. Current 11th grade scholars grew an average of 2.8 points.

6–8 Using the AIMS Web nationally-normed performance tiers, comparisons were made showing the growth of scholars from the spring of their 2013-2014 school year to their performance in the Fall of the 2014-2015 school year. The measure used was MAZE (Reading Comprehension). In 6th through 8th grades, the percentage of scholars in the at-risk and approaches categories decreased, and the meets categories increased.

9-10 Using the PSSS, Preliminary SAT Scoring Service, comparisons were made showing the reading growth of the median current 10th and 11th grade scholars from the Spring of their 2012-2013 school year to their performance in the Spring of their 2013-2014 school year. 10th grade scholars grew an average of 4.3 points. 11th grade scholars grew an average of 1.9 points.

11. On the 2012-2013 Aims, 129 scholars in 6th through 8th grades represented our bottom 25th percentile in Math. Following these individual scholars as a cohort yields the following results: In the 2013-2014 AIMS testing cycle, 16 percent of these scholars moved out of the bottom 25th percentile. Additionally, in the 2014-2015 school year, (utilizing AIMS web predictive data) 25% of these scholars are on track to exit the bottom 25th percentile.

12-14. We chose to evaluate growth of our bottom 25% PSSS performing scholars. The bottom 25% of current 10th grade scholars, based on the PSSS, grew 4.8 points on Math from Spring 2013 to Spring of 2014. The bottom 25% of current 11th grade scholars, based on the PSSS, grew 3.7 points from the Spring of 2013 to the Spring of 2014. On the 2013-2014 Aims, 21 current 11th grade scholars scored in the bottom 25% in Math performance. PSSS assessments are administered every year in the Spring and provide a consistent tool to measure growth. The bottom 25% as identified by Aims, grew 0.09 points in Math performance from 2013 PSSS administration to the 2014 PSSS administration.

15. On the 2012-2013 Aims, 106 scholars in 6th through 8th grades represented our bottom 25th percentile in Reading. Following these individual scholars as a cohort yields the following results: In the 2013-2014 AIMS testing cycle, 36 percent of these scholars moved out of the bottom 25th percentile. Additionally, in the 2014-2015 school year, (utilizing AIMS web predictive data) 26% of these scholars are on track to exit the bottom 25th percentile.

16-18. We chose to evaluate growth of our bottom 25% PSSS performing scholars. The bottom 25% of current 10th grade scholars, based on the PSSS, grew 6.3 points in Reading from Spring 2013 to Spring of 2014. The bottom 25% of current 11th grade scholars, based on the PSSS, grew 8.4 points in Reading from the Spring of 2013 to the Spring of 2014. On the 2013-2014 Aims, 14 current 11th grade scholars scored in the bottom 25% in Reading performance. PSSS assessments are administered every year in the Spring and provide a consistent tool to measure growth. The bottom 25% as identified by Aims, grew 4.7 points in Reading performance from 2013 PSSS administration to the 2014 PSSS administration.

19-21. The data used to show the student median growth was also used to calculate the number of scholars predicted to be on-track for percent passing. The measure used to calculate this was the AIMS Web, MCAP (Math Concepts and Application).

22-23. Using the PSSS, Preliminary SAT Scoring Service, comparisons were made showing the Math growth of all current scholars from the Spring of their 2012-2013 school year to their performance in the Spring of their 2013-2014 school year. Current 10th grade scholars grew an average of 3.31 points. Current 11th grade scholars grew an average of 2.84 points.

24. There are 13 total ELL scholars in grades 6-11. The rate of improvement in their math scores from Spring of 2014 to Fall of 2014 is represented.

25. There are 13 total ELL scholars in grades 6-11. The rate of improvement in their reading comprehension scores from Spring of 2014 to Fall of 2014 is represented.

26. There are 6 total FRL scholars in grades 6-11. The rate of improvement in their math comprehension scores from Spring of 2014 to Fall of 2014 is represented.

27. There are 6 total FRL scholars in grades 6-11. The rate of improvement in their reading comprehension scores from Spring of 2014 to Fall of 2014 is represented.

28. There are 31 total SPED scholars in grades 6-8. The rate of improvement in their math comprehension scores from Spring of 2014 to Fall of 2014 is represented.

29-30. Using the PSSS, Preliminary SAT Scoring Service, comparisons were made showing the Math growth of all SPED scholars from the Spring of their 2012-2013 school year to their performance in the Spring of their 2013-2014 school year. Current SPED 10th grade scholars grew an average 0.6 points. Current 11th grade SPED scholars fell an average of 1.0 point.

31. There are 31 total SPED scholars in grades 6-8. The rate of improvement in their reading comprehension scores from Spring of 2014 to Fall of 2014 is represented.

32-33. SPED Reading- Using the PSSS, Preliminary SAT Scoring Service, comparisons were made showing the Reading growth of all SPED scholars from the Spring of their 2012-2013 school year to their performance in the Spring of their 2013-2014 school year. Current SPED 10th grade scholars grew an average of 1.16 points. Current 11th grade SPED scholars grew an average of 3.8 points.

Area II: Curriculum

Evaluating Curriculum	
1. What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	
Odyssey Institute of Advanced and International Studies (OIAIS) has developed and created its own curriculum based upon state standards for each content area. Because the school is authorized to offer an International Baccalaureate (IB) program, the school's curriculum addresses Arizona's College and Career Ready Standards (AZCCRS) and reflects the IB Middle Years Program (MYP) unit topics and objectives. Because the school, for the most part, is using a locally developed product, evaluation of the curriculum has been and will continue to be ongoing based upon several outcomes. Annually, state assessment results are used to conduct an evaluation to determine where gaps may occur in the existing curriculum. Every 4-6 weeks, content and grade level teachers submit IB MYP unit planners via Managebac, an online curriculum management system. Both the high school and the junior high school have an MYP Coordinator and Curriculum Coordinators that evaluate unit planners and provide feedback via conferences which are documented in the teacher professional growth form. At the end of each unit, teachers have a medium for reflection incorporated in the Managebac unit planner and are expected to complete the reflection for the purpose of evaluating current curricula and revising as necessary. Each week teachers meet in content area and grade level teams to report on implementation of the curriculum and discuss revisions based upon feedback from student performance and experience with implementing the curriculum. Interim benchmark assessments provide feedback on the effectiveness of the curriculum in addressing student academic achievement needs.	• Curriculum maps • MYP unit planners • Weekly lesson plans • MYP weekly overview • Teacher professional growth form • Assessment results

Results of the benchmark assessments are analyzed by administration and curriculum coordinators to determine if curriculum gaps are contributing to lower than expected results in certain tested areas. If it is determined that some aspect of the curriculum is a factor, the school works to quickly address the issue, either by revising the curriculum or looking for additional supports to the curriculum to enhance the weak areas.	
2. How does the Charter Holder identify gaps in the curriculum?	
In addition to the curriculum evaluation discussed in Section 1, the yearly, unit and weekly review systems in place are able to effectively identify gaps in the curriculum. Yearly gaps are identified by a crosswalk of all content curriculum maps to include ensure adequate coverage of standards, global contexts, key concepts and approaches to learning. Fidelity to the curriculum map is monitored to ensure there are no gaps at the conclusion of the academic year. Unit planners are aligned to content curriculum maps, and lesson plans are aligned to the unit planner.	• Vertical alignment maps • Curriculum maps • Unit planners • Lesson plans • Assessment results
Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
At the conclusion of each year, campus principals, assistant principals, co-directors and the curriculum committee evaluate programs based on recently published AIMS data. Following review and analysis of state assessment results, content area and grade level teachers are required to submit a revised curriculum map prior to the start of the school year which includes the following: AZCCRS, unit topics and objectives, statement of inquiry and inquiry questions, global context, key concepts, assessments and International Baccalaureate Middle Years Program (IB MYP) criteria for assessment. The revised	• Administrative Meeting notes • Curriculum committee meeting notes • Managebac unit planner reflections.

curriculum is then evaluated by the school's curriculum team and curriculum coordinator to ensure that necessary revisions have occurred and that those revisions will address any gaps determined by the state assessment analysis of results. Every four - six weeks, content and grade level teachers submit revised IB MYP unit planners via Managebac. Planners include the same components as the curriculum map but with more detail. The MYP Coordinator for the school and Curriculum Coordinators evaluate unit planners and provide feedback via conferences which are documented in the teacher professional growth form. Following teaching a unit, teachers are expected to complete a reflection section in the Managebac unit planner to record any instructional or curricular revisions needed before teaching the unit again. Reflections are considered and reviewed by the curriculum committee before revision decisions are made. Each week teachers submit daily lesson plans in Managebac. Lesson plan document includes daily learning target/objective, AZCCRS, activities and assessments. Lesson plans are checked by MYP coordinator, principals and the curriculum coordinator. While formal curriculum evaluation and revisions occur annually, informal adjustments may occur more frequently. If teachers see a particular need, they can propose to administration the inclusion of supplemental supports or materials to the existing curriculum. For SY2014-2015, a thorough revision of the Language and Literature and Individuals in Society curricula took place prior to the start of the school year. Math and Science curriculum revisions are planned for SY2015-2016.	

4. Who is involved in the process for adopting or revising curriculum?	
The school established curriculum teams, one for the high school grades and one for the junior high grades, composed of content area experts across grade levels. Those teams, along with administration, consider and make necessary curriculum changes based on student achievement results. Teachers are encouraged to propose revisions, which are then considered by the teams and administration.	• Curriculum minutes • Curriculum committee intranet (work in progress) • Curriculum documents • Junior High Language and Literature revised curriculum maps
5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
As with other schools in the The Odyssey Preparatory Academy (TOPA) district, OIAIS has worked tirelessly to create a highly engaging, student centric curriculum aligned to AZCCRS. The school revises the curriculum on an annual basis rather than purchasing a published curriculum. School assessment results, administrative discussion, teacher input at grade level meetings, alignment to existing programs of instruction, and coverage of the standards are considered when revising existing curriculum. One exception to the locally developed curriculum is the math curriculum. When the Charter Holder initially applied for a new charter, the application identified Singapore Math as the math curriculum. District-wide assessment results were showing that students were not grasping math concepts at a level necessary to be successful and district administration began to reconsider the commitment to Singapore Math. Attempts were made in SY2013-2014 to keep the existing curriculum by providing additional support including supplemental common core aligned templates. Data analysis from SY2013-2014 assessment results demonstrated this attempt was unsuccessful. In SY2014-2015, a new curriculum was chosen based upon its alignment with PARCC and AZCCRS. This decision was made based on multiple years of data and addressed the need for comprehensive reform in the math curriculum. Change was implemented at all school levels to	• Notes from grade level meetings • Notes from admin meetings • Comparisons between math curricula options • Supplemental curriculum adoption process documentation

insure consistency of reform. Administration and math teachers considered the following when adopting a new curriculum for math: • Alignment to AZCCRS • District K-12 curriculum map • Rigor of lessons • Differentiation of resources for scholars • Differentiation of resources for teachers The school has established an adoption process for supplemental curriculum which includes piloting possible programs, examining results, and making a selection based on the extent of academic improvement for the targeted population. For example, when considering a supplemental reading curriculum for students in the bottom 25% and ELL, the district piloted two computer-adaptive programs at the 6th grade level. Training, class size, and implementation time were the same for both programs. The school adopted the program that, during the pilot period, provided greater improvement results for the targeted population.	
Implementing Curriculum	
6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	
Weekly content level/grade level teachers meet to plan implementation of the curriculum for the upcoming week. Teachers complete the MYP weekly overview and it is monitored by MYP coordinator and curriculum coordinator.	• MYP weekly overview
7. What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	
Each content area and grade level has a curriculum map that identifies the unit time frame, objectives and topics, standards, statements of inquiry, global context, key concepts, assessment and MYP	• Content area yearly curriculum maps • MYP unit planners • Engage NY pacing guides

criterion and key activities and resources. MYP unit planners also contain these same items with more detail as well as approaches to learning skills, differentiation tools and attention to the learner profile. Engage NY pacing guides provide pacing, modules, and daily lessons. The Language and Literature, Individuals and Societies and Math curriculums have an AZCCRS check list that ensures all standards are being met over the course of the school year. Teacher coaches and administrators visit classrooms to ensure that all standards are being taught .	• Teacher Observation Tracker • Lesson Plan and Unit Teacher Tracker
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
Because these tools are an integral part of curriculum planning and execution, teachers are expected to use these tools as conveyed each year during pre-school professional development days. All tools are located in Managebac and can be accessed via the internet which makes them available to teachers at all times. For content area yearly curriculum maps, the expectation is that each teacher will implement the curriculum map as written although there is some flexibility with the timeline. For MYP unit planners, the expectation is that each teacher will implement the unit planner as written. In addition to setting the expectation during this time, school leadership provides support to new and returning faculty through demonstrations of how to use the tools most effectively. Teachers then work together during the school year, especially on professional development days, using these tools as a part of curriculum implementation. Use of the tools is monitored internally by the principals and MYP Coordinators. Outside monitoring occurs during IB MYP and IB Diploma Program visitations.	• Professional development calendar • Feedback from IB • MYP Weekly overview • Managebac

9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
Classroom walk throughs and formal evaluations demonstrate the usage of these tools. Managebac also documents how often a teacher is accessing documents and updating documents	• Teacher observation tracker • Teacher professional growth plan • Formal evaluation documents • Managebac
Alignment of Curriculum	
10. How does the Charter Holder know the curriculum is aligned to standards?	
Standards are a part of the curriculum maps for each content area and have been cross-walked to AZCCRS; unit plans and individual lesson plans are required to include the associated standards. The principal and MYP coordinators maintain a lesson plan and unit tracker for each teacher to ensure that lesson plans are aligned to the curriculum maps and standards are being addressed. The tracker also tracks whether units are on pace to implement the curriculum for the year.	• Lesson plans • Curriculum maps • Unit planners
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
In order to meet the needs of all students it serves, the school has leveled its classes at each grade level or content area. Once the Charter holder identifies students in the bottom 25% in math and reading, the school places students, based on non-proficiency in math and/or reading, in the class that will provide the best support or type of intervention. AIMSweb results are also used to inform placement and need. Curriculum, as evidenced in lesson plans, for classes providing instruction for the bottom 25% is modified to address the skill gaps of the students. Pacing guides are adjusted to ensure the success of scholars in the bottom 25% of math and reading.	• Lists of scholars grouped by AIMS web and yearly AIMS results. • Leveled class lists • Meeting notes for curriculum modification with individual teachers of the bottom 25%. • Lesson plans from teachers of the bottom 25%.
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
ELL scholars are provided with both interventions based upon ILLP plan and technology to aid in translation. Scholars that test as non-proficient are provided a	• Reading horizons subscriptions • ILLP plans • Native language novels • Translation apps on scholar computers

novel in their native language. A computerized program, Reading Horizons, is provided to supplement language instruction.	
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	
While the charter holder does not collect information on students who would qualify for Free and Reduced Lunch program and, although the school has enrolled very few students that would meet the criteria, the school has still developed an informal identification of FRL students by tracking scholarships provided for uniforms, field trips, and other student needs that might prohibit a student from participation based on financial need. Students at the school that might qualify for FRL are provided the same supports as described for other subgroups or bottom 25% in math and/or reading if the students demonstrate, through assessment results, that those interventions are appropriate.	• Scholarship list
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
The school's Special Education department works closely with regular education teachers to implement students' IEPs and 504 Plans. Team teaching with regular education teachers and special education, those designated as learning disabled in math, are able to access a modified general education curriculum in the least restrictive environment. Supplemental programs such as Reading Horizons meet the needs of students identified as SLD. Leveled classes and modified pacing are provided to integrate instruction between students with disabilities and their non-disabled peers. Special education curricula are designed to compliment and support those curricula used within the general education classroom ensuring the least restrictive access to the curricula while giving the needed scaffolding.	• Reading Horizons curriculum • Fundations curriculum • IXL computer based math skills program • SPED teacher schedule • Classroom lesson modifications

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
Standardized assessments • PSSS • AIMS • Method Test Prep • AIMSweb **Internally designed assessments** • MYP benchmarks • Formative and summative in class assessments • Survey Data	**Standardized assessments** • AdvancEd scholar data sheet • AIMS yearly results • Method Test Prep Results • AIMS Web Data Base **Internally designed assessments** • Quarterly IB assessment analysis report • Managebac • Survey Data through AdvancEd • November Curriculum Corner Data presentation for Stakeholders • Assessment calendar
2. What was the process for designing or selecting the assessment system?	
TOPA began with two K-8 elementary schools, and then developed into a separate 6-11 IB MYP school. The assessment systems that were selected for OIAIS were based upon assessments that aligned with both the Core Knowledge curriculum which is the elementary instructional program, and the IB frameworks. The assessment system described is separated by standardized and internal assessments. **Standardized assessments-** • PSSS-PSSS was selected because it is a predictor of student achievement on the SAT. The results are aggregated by concept which allows the school to see growth over time. PSSS is a nationally-normed test and was also selected because of its ability to provide non-biased data. • AIMS Web-AIMS Web was selected because the Core Knowledge foundation required that data be kept on fluency and comprehension. It was also determined that data should be	**Standardized and Internal assessments** • Core knowledge certification criterion • IB MYP and DP certification criterion • AdvancEd certification criterion

kept on both math concepts and applications and math numeracy. Initially, students were only evaluated on numeracy and fluency. In 2012 and 2013 in preparation for the increased rigor of Common Core Standards, the school added universal screenings in concepts and applications and reading comprehension. AIMS Web was selected because it is a nationally-normed assessment and provides continuity between the elementary and 6-11 campus. • AIMS - AIMS data provides valuable information on scholar progress towards the state standards and participation is required by law. • Method Test Prep (MTP) - MTP was selected because of the dual benefit of providing predictive data for both the ACT and SAT as well as providing real time data to drive instruction in the classroom. MTP is normed to other program users. It was selected because it provides opportunities for individualized and small group instruction. **Internally designed assessments** • MYP benchmarks: MYP benchmarks were designed to provide both fidelity to the criteria-based rubrics of the IB program and the Common Core Standards. The benchmarks were also designed to allow teachers and administration to collect data on the performance level of their scholars on MYP criteria at regular intervals. Teachers worked collaboratively to create the benchmarks. • Formative and summative in-class assessments: Time is provided for teachers to work collaboratively to create summative assessments that are aligned with the MYP criteria and Common Core Standards. These	

summative assessments are done for each unit (6-8 weeks). While summative assessments are the same by content and grade level, teachers are free to create their own formative assessments. • Survey Data: In preparation for AdvancEd accreditation, the school has access to a yearly survey system to evaluate stakeholder opinion. These surveys were selected because the holistic line of questioning addresses all aspects of the school.	
3. How is the assessment system aligned to the curriculum and instructional methodology?	
Assessments were selected and designed to align with Common Core, IB MYP and the IB Diploma Program (DP), and the instructional methodologies represented by these programs. The curriculum map is designed to cover tested standards by the time of AIMS administration. Method Test Prep is used to drive instruction and is integral to the curriculum in reading, writing and math. MYP benchmarks and summative assessments are aligned to the curriculum map, unit topics and objectives and MYP criteria. Survey data compliments the instructional methodology and the use of reflection at the end of each MYP unit.	• IB criterion • Curriculum maps • IB benchmark assessments • Managebac
4. What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	
The school has an assessment calendar which it follows. The selected assessments provide a balanced approach to data collection as well as opportunities to view data through the lens of nationally-normed expectations as well as school expectations. **Standardized assessments** • PSSS (8-10) - PSSS is administered annually in the Spring. • AIMS - AIMS is given at intervals set by the Arizona Department of Education of Education. • Method Test Prep (9-11) -	• PD/Assessment calendar

Comprehensive assessment is given three times annually (Fall, Winter, Spring). Teachers use this data to create lessons based on student needs. • AIMS Web (6-8) is given three times annually (Fall, Winter, Spring). **Internally designed assessments** • MYP benchmarks are given quarterly. The same two criteria are evaluated in quarter 1 and 3. The remaining criteria are evaluated in quarters 2 and 4. • Formative assessments are given at teacher discretion. Unit summative assessments are given every 6-8 weeks. • Survey Data is collected at the end of each school year.	
Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
Standardized Assessments The system in place to provide for the analysis of the PSSS data is the creation of a shared data document. The principal evaluates changes in performance from year to year. This is shared with teachers at August Professional development. Individual results are shared with high school scholars during September Advisory which is a weekly 20 minute community building and academic advisement meeting. Scholars use this data to create academic goals. AIMS results are evaluated each summer by administration and the curriculum committee. Results drive placement in leveled math and reading classes. Administrators meet weekly during the month of June. Curriculum committee	**Standardized Assessment** • Assessment calendar • PD calendar **Internal Assessments** • Benchmark Evaluations Form • MYP weekly overview • End of year review (survey data)

meetings are scheduled at regular intervals throughout the summer. Method Test Prep results are evaluated by administration and teachers in the fall, winter and spring during Friday Professional Development. AIMS Web results are evaluated by administration and teachers in the fall, winter and spring during Friday Professional Development. **Internal Assessments** The system in place to provide for the analysis of benchmark assessments is the Benchmark evaluations form. It is submitted quarterly and provides for the analysis of the data in the following areas: • MYP Criterion • Average score of scholars • Areas in which scholars performed best • Areas in which scholars struggled the most • Plan for improvement The school provides time for regular analysis of formative and summative data during grade level meetings each week. The AdvancEd survey data is done annually, analyzed and evaluated by the principal. The data is shared in May at a professional development session. At that time, administrators and teachers create a plan for improvement.	
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
Standardized Assessments The analysis of standardized data is used to evaluate the curricular and instructional effectiveness on a school wide basis. If a disproportionate percentage of students are falling below nationally-normed samples or failing to demonstrate proficiency on standards, either curricular or instructional changes or both are made to improve effectiveness. **Internal Assessments** Analysis of internal data is used to make	**Standardized Assessments** • Math curriculum changes (CSMP to Engage NY) **Internal Assessments** • Benchmark evaluation document

immediate and specific changes to instruction or curriculum. For example, when a significant amount of scholars score below a 3 on the MYP benchmark assessment, teachers modify instruction to focus on skills that are lacking.	
7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
Standardized Assessments PSSS and AIMS results are evaluated on a yearly basis in order to adjust curriculum and place students in leveled course appropriately. AIMS web results are used to indicate the need for supplemental instruction and scholars are placed accordingly. This occurs in the fall, winter and spring. Method Test Prep is used as an indicator for teachers to adjust instruction on a weekly basis. **Internal Assessments** Benchmark assessments are evaluated quarterly as a team. Once results are complete, teaching teams meet together to create a plan to adjust instructional strategies and pacing of curriculum. Summative assessments are evaluated at the end of each unit at weekly team meeting. Adjustment of instructional strategies and pacing of the curriculum are made based on results.	**Standardized Assessments** • Administrative meeting notes • Curriculum meeting notes • Leveled class lists • Supplemental instruction class lists **Internal Assessments** • Benchmark evaluation form • MYP weekly overview
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
8. How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	
The assessment system is consistent for all scholars in the intervals used to assess and the analysis of the assessments. The assessments themselves, however, are adapted to meet the needs of non-proficient students. This includes individualized skill assessments through method test prep which has the ability to identify and assign differentiated tasks and assessments to assess student progress towards proficiency. Other adaptations to assessments are oral testing, mastery based questions through images and projects, extended time and changes to testing environment are provided.	• Method Test Prep • Adapted rubrics • Adapted Assessments • IEP goals and accommodations sheets

9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
The assessment system is consistent for all scholars in the intervals used to assess and the analysis of the assessments. The assessments themselves, however, are adapted to meet the needs of ELL students. This includes individualized skill assessments through method test prep which has the ability to identify and assign differentiated tasks and assessments to assess student progress towards proficiency. Other adaptations to assessments are oral testing, mastery based questions through images and projects, extended time and changes to testing environment are provided. In addition to these standard accommodations, ELL scholars have individual ILLP plans that address the specific standards necessary for the scholars to obtain proficiency as based on their AZELLA testing.	• Method Test Prep • Adapted rubrics • Adapted Assessments • ILLP plans and goals
10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
The assessment system is consistent for all scholars in the intervals used to assess and the analysis of the assessments. The assessments themselves, however, are adapted to meet the needs of non-proficient students. This includes individualized skill assessments through method test prep which has the ability to identify and assign differentiated tasks and assessments to assess student progress towards proficiency. Other adaptations to assessments are oral testing, mastery based questions through images and projects, extended time and changes to testing environment are provided.	• Method Test Prep • Adapted rubrics • Adapted Assessments
11. How is the assessment system adapted to meet the assessment needs of students with disabilities?	
The assessment system is adapted to meet the students with disabilities determined by their IEP. For example, some scholars may not participate in district benchmark testing. Scholars who participate in AIMS A may participate on a separate schedule. As stated above, accommodations to all assessments are made based on IEP requirements and best practice in special education.	• IEP progress reports • Signed accommodations pages

Area IV: Monitoring Instruction

Monitoring the Integration of Standards	
1. What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	
School administration, MYP coordinators and coaching staff are accountable for monitoring the integration of standards into instruction in a variety of ways. Teachers are required to submit lesson plans in Managebac prior to instruction. The principal and MYP Coordinator review the plans for alignment to the curriculum map and MYP planner. Lesson plans are crosswalked to the curriculum (pacing) calendar to ensure lessons are on pace to be completed as scheduled. Administrators conduct daily walk throughs of classes on the campus. Walk throughs are tracked with a spreadsheet and by utilizing shared documents or administrative notes. At a minimum, professional feedback is offered to all teachers each quarter. This feedback is a part of the via teacher professional growth Google doc, emails or personal conference. In the formal teacher evaluation, one of the domains evaluated,, Planning and Preparation, assesses teachers on whether standards are identified in plans and aligned to instruction.	• Formal evaluation document • Teacher tracker observation • Classroom walk through documents • Emails • Calendar of scheduled conferences
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
Student performance in relation to the standards in the areas of reading and math is measured and aggregated by teachers three times a year based upon benchmark assessments. The growth of these scholar groups is monitored by teachers and administration and addressed if necessary.	• AIMS Web results by class • Standards based Fall, Winter, Spring Math Assessment • Method Test Prep results by class • IB MYP benchmark assessments

Evaluating Instructional Practices	
3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	
Administration at the school evaluates the quality of instruction through frequent observations, some formal as a part of the teacher evaluation process and some informal, such as classroom walk through observations. As a part of the formal evaluation process teachers are evaluated on quality of instruction. The formal teacher evaluation instrument is broken into five domains, each of which addresses a key aspect of the profession, and includes a domain specific to instructional quality. Informal classroom walk throughs done by administrators focuses on the quality of instruction and allows administrators to provide feedback for improvement in advance of the formal teacher evaluation process.	• Classroom walk through summary (Teacher observation tracker) • Formal evaluation process, including rubric for the evaluation instrument
4. How does this process identify individual strengths, weaknesses, and needs?	
The formal teacher evaluation process includes multiple observations focusing on the five domains of the evaluation instrument with multiple indicators within each domain. Teacher ratings on the instrument, based on the criteria identified, identify individual strengths, weaknesses and needs. Because the process can require two formal evaluations per year, areas of concern can be addressed during the initial evaluation and revisited on the final evaluation. On the classroom walk through observation form, a notation is made regarding issues that may be apparent during the observation, such as level of teacher and scholar engagement and/or disengagement. Teachers and administrator/coach discuss what teacher is doing well and where improvement is needed. During the formal teacher evaluation process, classroom walk through observation notes are considered when determining evaluation ratings.	• Teacher professional growth • Teacher observation tracker • Formal Evaluation process

Providing Analysis and Feedback to Further Develop Instructional Quality	
5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	
Teachers and administrator/coach discuss what teacher is doing well and where improvement is needed. This is documented on the Teacher Professional Growth Form. Areas of feedback include use of engagement strategies, skill focus and standards alignment. Each year administration formally evaluates teachers. 4 domains are evaluated: Planning and preparation, classroom environment, instruction and professional responsibilities. Teacher are given feedback based on their performance in these 4 domains.	• Teacher professional growth form
6. How does the Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	
Administrators and coaches compile results of walk throughs and determine the areas that are of greatest need. In addition, teachers provide feedback based on the areas they feel need improvement. Data from teacher evaluations are compiled to see trends across the domains and indicate needed support. The areas in which the quality of instruction can be improved include: Learning Targets are posted, related to content / Standards, and referred to throughout lesson and questioning techniques are engaging and varied. The areas in which the quality of instruction are excellent include differentiation, collaboration and teacher circulation. In response to the analysis of the quality of instruction at the school, the Charter Holder has hired an instructional coach and a math coach to improve the quality of instruction. A high school administrator also serves as an instructional coach and supports the implementation of the professional development plan.	• Teacher professional growth form • Engagement reflection form • Teacher evaluation form • Teacher evaluation tracker

Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
7. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	
All high school students are monitored three times a year with Method Test Prep (MTP). This provides feedback for specific areas of need and predicts success on standardized tests. Students who were identified based on their previous AIMs scores are monitored once a month in English and Math. Teachers view dashboard results and prescribe small group instruction for struggling scholars. MTP provides individual feedback and suggested lessons for students based on areas of need. Teachers then use this data for small group instruction to the bottom 25%.	• Method Test Prep Data
8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
All students are monitored three times a year with Method Test Prep (MTP). This provides feedback for specific areas of need and predicts success on standardized tests. Students who were identified as ELL through Synergy, the student record keeping system, are given ILLP plans. Teachers view dashboard results of Method Test Prep reading and writing and prescribe small group instruction for ELL students. MTP provides individual feedback and suggested lessons for students based on areas of need. Teachers then use this data for small group instruction to ELL.	• Method Test Prep Data
9. How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
All high school students are monitored three times a year with Method Test Prep (MTP). This provides feedback for specific areas of need and predicts success on standardized tests. Students who were identified based on their previous AIMs scores are monitored once a month in English and Math. Teachers view dashboard results and prescribe small group instruction for struggling scholars. MTP provides individual feedback and suggested lessons for students based on areas of need.	• Method Test Prep Data

10. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	
Collaboration between general education and special education teachers, including co-teaching and alignment of instructional goals written by SPED teachers to instructional targets set by general education teachers, ensures instruction is meeting the needs of students with disabilities.	• SPED goals • Online shared Google doc

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
The Charter Holder is using a multi-pronged approach to professional development which is intended to meet instructional staff learning needs. First, the school provides traditional professional development on-site throughout the year, starting with pre-school meetings before the school year begins as well as professional development sessions during the year. Areas of focus for the professional development calendar for SY2014-2015 include engagement strategies outlined in the research-based "Teach Like a Champion", implementation of changes to the IB MYP program, and other areas of high need, including consistency of implementation of the math program as identified by assessment results. In addition to traditional professional development, the school has job-embedded professional development where teachers extend their professional learning by meeting in Professional Learning Community (PLC) teams to plan lessons together and discuss implementation of the standards-based lesson plans to ensure consistency across the grade levels and content areas. Administration and teachers also have access to a professional library at the school as well as share education-related articles and best practices with one another. Teams of teachers are working across content areas to share strategies like close reading and annotating techniques with their colleagues that support implementation of	• Pre-service PD Calendar • School Year PD Calendar • PD powerpoints • MYP Weekly Overview • Coaching logs and feedback

the standards. As part of the job-embedded professional development model, the school has hired instructional coaches to support teachers in the classroom. The coaching cycle includes meeting to discuss areas of improvement, with multiple sessions of observing and providing feedback. Coaches also support lesson plan development, building and modifying formative and summative classroom assessments, and ensuring professional development strategies focused on by the school are being implemented in the classroom effectively. Part of the coaches' role is to model and co-teach lessons when necessary.	
2. How was the professional development plan developed?	
The professional development plan was developed based the needs identified in the SY2013-2014 school year. These needs were identified through administrative walk throughs, input from teachers, data from AdvancEd self-evaluation, reports on new MYP requirements, and AIMS and PSSS data.	• Admin walk-through sheets • Teacher Observation Tracker • AdvancEd self assessment report pdf • AdvancEd scholar, teacher and parent survey results pdf • AIMS and PSSS Data • MYP 2014-2015 Implementation guide
3. How is the professional development plan aligned with instructional staff learning needs?	
For professional development sessions, the school reviewed administrative classroom walk through observation data and determined that instructional staff needed to learn additional engagement strategies. Instructional staff learning styles were considered in choosing "Teach Like a Champion" because it is highly engaging and easily accessible for staff. In addition to the professional development session that introduced the strategies to staff, multiple copies of the book are available for check out. At the session, each staff member identified their personal instructional learning need in the area of engagement and created a focused professional development goal.	• AIMS and PSSS Data • MYP 2014-2015 Implementation guide • Admin walk-through sheets • Teacher goal sheets

Coaches are conducting classroom visits to observe teachers using the strategies and offering assistance if teachers are struggling. The 2014-2015 MYP implementation guide contained critical changes that the instructional staff needed to learn and implement. Professional development aligned with these needs was scheduled to insure fidelity of implementation. Instructional staff learning needs are considered when creating professional development sessions in areas of high need. Teacher strategies, knowledge of the content, and previous training all play a role in creating focused professional development in areas of high need. The adoption of Common Core Standards has necessitated professional development to address the rigor of the new standards. For example, AIMS and PSSS testing indicate our teachers possess the pre-requisite skills in reading and writing. The data indicates instructional staff learning needs in the area of math. One of the instructional coaches is dedicated to serve only math teachers.	
4. How does this professional development plan address areas of high importance?	
As previously discussed, professional development days are reserved each year for areas of high importance. This process is described in sections 1-3.	• AIMS and PSSS Data • MYP 2014-2015 Implementation guide • Admin walk-through sheets • Teacher goal sheets
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
<u>Engagement</u> Experts in the area of engagement were retained for SY2014-2015 to support high quality implementation of the engagement strategies. These experts do weekly walk throughs and meet individually with teachers based on observations and needs ensuring high quality implementation of engagement strategies.	• Teacher observation tracker • Calendars • Emails • Teacher professional growth chart. • MYP training • Peer coach calendar • Coaching logs

MYP Two staff members are trained as MYP coordinators and have been trained in the new guidelines. In weekly MYP overview meetings, they monitor the implementation of strategies taught in the professional development sessions. **Areas of High need** Two peer coaches in the area of math at the high school have been identified and a math instructional coach for the junior high school has been hired. At the high school level, two days a week are dedicated to attending common preps, modeling, observations and pacing. Peer coaches inform professional development choices in areas of high need.	
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
In addition to the instructional coaches, the school uses technology as a shared tool to provide resources necessary for implementation of the professional development goals. All teachers have paid access to tools such as Magagebac, google docs, Method Test Prep, professional books, Teaching Channel.org, and Dropbox.	• Managebac • Google docs • Method test prep • Copies of books • Teaching Channel.org • Dropbox
Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
Administrators and coaches at the school monitor and support the implementation of strategies learned in professional development in a continuous loop. As administrators, peer coaches, engagement specialists and teacher themselves observe the need for support, professional development sessions are created or re-taught. Teachers are also good about seeking support for areas of need.	• Teacher observation tracker • Calendars • Emails • Teacher professional growth chart • MYP training • Peer coach calendar • Coaching logs

8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
Administrators, peer coaches, and instructional coaches are responsible for the monthly monitoring of growth for the teacher-created engagement goals, as well as updates of MYP unit planners, and adaptations in high need areas.	• Calendars • Emails • Teacher professional growth chart. • MYP unit planners and lesson plans • Teacher observation tracker • Coaching logs
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
9. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?	
On our professional development day, Friday, an hour is reserved for a professional learning community to discuss needs, strategies, adaptations and accommodations for students performing in the bottom 25% including those scholars who are English Language Learners or present with specific disabilities or are intentional non-learners. This PLC includes general education teachers, special education teachers and an administrator and is held weekly.	• Calendar • Meeting Notes • Sign in sheets
10. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	
On our professional development day, Friday, an hour is reserved for a professional learning community to discuss needs, strategies, adaptations and accommodations for students performing in the bottom 25% including those scholars who are English Language Learners or present with specific disabilities or are intentional non-learners. This PLC includes general education teachers, special education teachers and an administrator and is held weekly.	• Calendar • Meeting Notes • Sign in sheets
11. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?	
On our professional development day, Friday, an hour is reserved for a professional learning community (PLC) to discuss needs, strategies, adaptations and accommodations for non-performing students including those students who	• Calendar • Meeting Notes • Sign in sheets

are eligible for FRL. This PLC includes general education teachers, special education teachers and an administrator and is held weekly.	
12. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	
On our professional development day, Friday, an hour is reserved for a professional learning community to discuss needs, strategies, adaptations and accommodations for students performing in the bottom 25% including those scholars who are English Language Learners or present with specific disabilities or are intentional non-learners. This PLC includes general education teachers, special education teachers and an administrator and is held weekly.	• Calendar • Meeting Notes • Sign in sheets