Academic Systems Plan (ASP) Template

Applicant Name: Focus Education Services

Duration of the Plan: Begins July 1 and continues for two years

Applicant does not edit sections in grey

Measure	Metric	Expected/Predicted Baseline Based on Enrollment of Target Population		Annual Target For The Plan
		Math	Reading	
State standardized assessment data (school average) for target population	Percent (%) of target students who currently score proficient on the State standardized assessment	60.1	78.9	Meet or demonstrate sufficient progress toward the Academic Performance Expectations as set and modified periodically by the Board
	Average current target student growth percentile (SGP) on the State standardized assessment.	41.3	45.9	

Narrative for setting baseline figures

ACADEMIC SYSTEMS PLAN NARRATIVE

This narrative will provide a clear description of the basis for setting the Math and Reading baseline figures shown above. The narrative will show how these figures align with FES' target population presented in A.2. The narrative will provide detailed and implementable action steps that address (I) a comprehensive curriculum system, (II) a comprehensive assessment system to assess student performance, (III) a comprehensive system for monitoring instruction, and (IV) a comprehensive professional development system. Using the ASBCS approved template, this section will identify intervals sufficient for the timely completion of the action steps, identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step, provide adequate personnel resources responsible for completing action steps, and identify adequate implementation costs while maintaining consistency with all sections of the application package.

BASIS FOR SETTING PREDICTED BASELINE FIGURES (READING)

The baseline figures for the school's Academic Systems Plan for reading were predicted by taking the average 2012-2014 AIMS scores of 16 different high schools located within 5 miles of FES' initial proposed site location. These schools serve a combined 15,652 students and consist of 7 district schools, 5 traditional charter schools, and 5 alternative charter schools. The following charts will show the student population (A.5.1), the weighted average reading pass rate (A.5.2), and the weighted average reading student growth percentile (SGP) scores within FES' target population (A.5.3). The narrative will also provide a clear description for how the weighted averages were calculated and used to determine the predicted baseline figures.

The table below shows the total enrollment figures for non-private, non-parochial schools operating within a 5 mile radius of our initial target site location. These figures will be used to calculate a weighted average for all students within the target population.

School Name	Distance	Type[1]	9	10	11	12	Total
Central High School	0.20	D	627	657	482	495	2261
North High School	1.60	D	741	647	657	566	2611
Camelback High School	2.94	D	634	530	437	409	2010
Metro Tech High School	2.00	D	536	395	400	378	1709
Alhambra High School	3.95	D	736	703	677	610	2726
Carl Hayden High School	4.45	D	552	562	492	459	2065
Bio Science High	3.00	D	100	75	66	62	303
Phx College Prep Academy	1.51	T	54	11	18	20	103
Westwind Preparatory Academy	3.88	T	36	37	33	40	146
Girls Leadership Academy of AZ	0.68	T	35	38	28	40	141
Pan-American Charter School	2.90	T	36	30	17	13	96
Great Hearts - Veritas Prep	2.77	T	92	97	62	52	303
Summit High (Kaizen School)	2.56	A	*	27	30	43	125
Cornerstone Charter School	3.45	A	17	35	58	115	225
Maya High (Kaizen School)	4.51	A	21	61	88	222	392
West Phoenix High School	4.23	A	31	61	96	248	436
TOTALS			4248	3966	3641	3772	15652

Table A.5.1: 2013 Comparative Schools Total Enrollment[2]

The table below shows the 2014 AIMS Reading pass rates for students attending comparable high schools within a 5 mile radius of our target site location. The baseline level for Percent Passing is determined by factoring the weighted average for the listed schools in the following manner: (A) The seven public district

[1] D = District School; T = Traditional Charter School; A = Alternative Charter School
[2] http://www.azed.gov/research-evaluation/arizona-enrollment-figures/

schools makeup a combined 42% of the weighted average score, (B) the five traditional charter schools makeup a combined 50% of the weighted average score, and (C) the four alternative charter schools makeup a combined 8% of the weighted average score. Each school's individual weight is calculated using their total enrollment figure relative to their bloc population.

School	2014 AIMS Reading Score	Enrollment Total 9-12	Bloc Weight	Individual Weight	Weighted Score
Central High School	71	2261	42	6.9	4.9
North High School	73	2611		8.0	5.8
Camelback High School	44	2010		6.2	2.7
Metro Tech High School	86	1709		5.2	4.5
Alhambra High School	68	2726		8.4	5.7
Carl Hayden High School	76	2065		6.3	4.8
Bio Science High	95	303		0.9	0.9
Phx College Prep Academy	93	103	50	6.5	6.0
Westwind Preparatory Academy	79	146		9.3	7.3
Girls Leadership Academy of AZ	91	141		8.9	8.1
Pan-American Charter School	91	96		6.1	5.6
Great Hearts - Veritas Prep	95	303		19.2	18.2
Summit High (Kaizen School)	42	125	8	0.8	0.3
Cornerstone Charter School	69	225		1.5	1.0
Maya High (Kaizen School)	50	392		2.7	1.4
West Phoenix High School	55	436		3.0	1.7
TOTALS		15652	100	100	**78.9**

Table A.5.2: Target Population Percent Pass Rate for Reading Portion of 2014 AIMS Exam[3]

Predicted Baseline for Percent Proficient (Reading)	**78.9**

[3] Based on AIMS scores: http://www10.ade.az.gov/ReportCard/SchoolSummary

The predicted baseline for percent proficient in reading was determined by calculating the weighted average of schools currently serving our target population.

The table below shows the 2012-2014 AIMS Reading Student Growth Percentile (SGP) Scores for nine (9) charter schools operating within a 5 mile radius of Focus Education Service's proposed initial site location. Five of these schools are traditional charter schools while the other four are alternative charter schools. These schools were selected because they serve a student demographic similar to FES' target population. The current SGP of our target population was calculated using a weighted average of the nine schools. The five traditional schools carry a combined weight of 80% of FES' calculated SGP, while the four alternative schools carry a combined weight of 20% of FES' calculated SGP. Each school's individual weight is calculated using their total enrollment figure relative to their bloc population.

School	9-12 Enr	M12 SGP	M13 SGP	M14 SGP	3YR AVG	Bloc Weight	Individual Weight	Weighted Score
Phx College Prep Academy	103	33.0	40.5	40.0	37.8	80	10.4	3.9
Westwind Preparatory Academy	146	50.0	46.0	46.5	47.5		14.8	7.0
Girls Leadership Academy of AZ	141	NR	54.0	54.0	54.0		14.3	7.7
Pan-American Charter School	96	54.0	41.0	40.0	45.0		9.7	4.4
Great Hearts - Veritas Prep	303	54.0	48.0	47.0	49.7		30.7	15.3
Summit High (Kaizen School)	125	25.0	13.0	34.0	24.0	20	2.1	0.5
Cornerstone Charter School	225	27.5	48.0	31.0	35.5		3.8	1.3
Maya High (Kaizen School)	392	46.0	38.5	30.0	38.2		6.7	2.6
West Phoenix High School	436	41.0	33.0	56.5	43.5		7.4	3.2
TOTALS	15652					100	100	**45.9**

Table A.5.3: Target Population SGP Reading Scores[4]

Predicted Baseline for SGP (Reading)	**45.9**

These scores were the basis for predicting Focus Education Service's baseline figures for reading. The following section will discuss the basis for predicting the baseline figures for Math. While the Reading and Math percent passing and SGP scores differ, the process and the schools used to predict these baseline figures are identical.

[4] Data retrieved from: http://online.asbcs.az.gov/schools/view and http://www10.ade.az.gov/ReportCard/SchoolSummary

BASIS FOR SETTING PREDICTED BASELINE FIGURES (MATH)

The baseline figures for the school's Academic Systems Plan for math were predicted by taking the average 2012-2014 AIMS scores of 16 different high schools located within 5 miles of FES' initial proposed site location. These schools serve a combined 15,652 students and consist of 7 district schools, 5 traditional charter schools, and 5 alternative charter schools. The following charts will show the student population (A.5.4), the weighted average math pass rate (A.5.5), and the weighted average math student growth percentile (SGP) scores within FES' target population (A.5.6). The narrative will also provide a clear description for how the weighted averages were calculated and used to determine the predicted baseline figures.

The table below shows the total enrollment figures for non-private, non-parochial schools operating within a 5 mile radius of our initial target site location. These figures will be used to calculate a weighted average for all students within the target population.

School Name	Distance	Type[5]	9	10	11	12	Total
Central High School	0.20	D	627	657	482	495	2261
North High School	1.60	D	741	647	657	566	2611
Camelback High School	2.94	D	634	530	437	409	2010
Metro Tech High School	2.00	D	536	395	400	378	1709
Alhambra High School	3.95	D	736	703	677	610	2726
Carl Hayden High School	4.45	D	552	562	492	459	2065
Bio Science High	3.00	D	100	75	66	62	303
Phx College Prep Academy	1.51	T	54	11	18	20	103
Westwind Preparatory Academy	3.88	T	36	37	33	40	146
Girls Leadership Academy of AZ	0.68	T	35	38	28	40	141
Pan-American Charter School	2.90	T	36	30	17	13	96
Great Hearts - Veritas Prep	2.77	T	92	97	62	52	303
Summit High (Kaizen School)*	2.56	A	*	27	30	43	125
Cornerstone Charter School*	3.45	A	17	35	58	115	225

[5] D = District School; T = Traditional Charter School; A = Alternative Charter School

Maya High (Kaizen School)*	4.51	A	21	61	88	222	392
West Phoenix High School*	4.23	A	31	61	96	248	436
TOTALS			4248	3966	3641	3772	15652

Table A.5.4: 2013 Comparative Schools Total Enrollment[6]

The table below shows the 2014 AIMS Math pass rates for students attending comparable high schools within a 5 mile radius of our target site location. The baseline level for Percent Passing is determined by factoring the weighted average for the listed schools in the following manner: (A) The seven public district schools makeup a combined 42% of the weighted average score, (B) the five traditional charter schools makeup a combined 50% of the weighted average score, and (C) the four alternative charter schools makeup a combined 8% of the weighted average score. Each school's individual weight is calculated using their total enrollment figure relative to their bloc population.

School	2014 AIMS Math Score	Enrollment Total 9-12	Bloc Weight	Individual Weight	Weighted Score
Central High School	39	2261		6.9	2.7
North High School	42	2611		8.0	3.4
Camelback High School	69	2010		6.2	4.3
Metro Tech High School	59	1709	42	5.2	3.1
Alhambra High School	32	2726		8.4	2.7
Carl Hayden High School	54	2065		6.3	3.4
Bio Science High	94	303		0.9	0.8
Phx College Prep Academy	62	103		6.5	4.0
Westwind Preparatory Academy	62	146		9.3	5.8
Girls Leadership Academy of AZ	53	141	50	8.9	4.7
Pan-American Charter School	95	96		6.1	5.8
Great Hearts - Veritas Prep	95	303		19.2	18.2
Summit High (Kaizen School)	9	125	8	0.8	0.1

[6] http://www.azed.gov/research-evaluation/arizona-enrollment-figures/

Cornerstone Charter School	16	225		1.5	0.2
Maya High (Kaizen School)	16	392		2.7	0.4
West Phoenix High School	15	436		3.0	0.5
TOTALS		15652	100	100	**60.1**

Table A.5.5: Target Population Pass Rate for Math Portion of 2014 AIMS Exam[7]

Predicted Baseline for Percent Proficient (Math) 60.1

The predicted baseline for percent proficient in math was determined by calculating the weighted average of schools currently serving our target population.

The table below shows the 2012-2014 AIMS Math Student Growth Percentile (SGP) Scores for nine (9) charter schools operating within a 5 mile radius of Focus Education Service's proposed initial site location. Five of these schools are traditional schools while the other four are alternative charter schools. These schools were selected because they serve a student demographic similar to our target population. The current SGP of our target population was calculated using a weighted average of the nine schools. The five traditional schools carry a combined weight of 80% of our calculated SGP, while the four alternative schools carry a combined weight of 20% of our calculated SGP. Each school's individual weight is calculated using their total enrollment figure relative to their bloc population.

School	ENR	M12	M13	M14	3YR AVG	Bloc Weight	Individual Weight	Weighted Score
Phx College Prep Academy	103	25.0	37.5	46.0	36.2	80	10.4	3.8
Westwind Preparatory Academy	146	52.0	31.0	46.0	43.0		14.8	6.4
Girls Leadership Academy of AZ	141	NR	43.0	45.0	44.0		14.3	6.3
Pan-American Charter School	96	52.0	37.0	35.0	41.3		9.7	4.0
Great Hearts - Veritas Prep	303	60.5	45.0	41.0	48.8		30.7	15.0
Summit High (Kaizen School)	125	NR	14.0	21.0	17.5	20	2.1	0.4
Cornerstone Charter School	225	31.0	17.5	20.0	22.8		3.8	0.9
Maya High (Kaizen School)	392	45.0	15.0	30.0	30.0		6.7	2.0
West Phoenix High School	436	41.5	20.0	44.0	35.2		7.4	2.6

[7] Based on AIMS scores: http://www10.ade.az.gov/ReportCard/SchoolSummary

TOTALS	15652					100	100	**41.3**

Table A.5.7: AIMS Test Scores[8]

Predicted Baseline for SGP (Math)	**41.3**

With predicted baseline figures established for percent passing and SGP scores in both Math and Reading, the following sections will outline the process and detail implementable action steps to help students within FES' target population perform above the predicted baselines.

NARRATIVE CONTINUED - PLANS FOR MONITORING THE IMPLEMENTATION OF THE ACTION

AREA I: PROVIDE AND IMPLEMENT A CURRICULUM THAT IMPROVES STUDENT ACHIEVEMENT.

Focus Education Service's curriculum for reading and math will be aligned to the Arizona Academic Standards, i.e., the College and Career Readiness Standards (Common Core Standards + 2010 Arizona Additions), other Arizona state standards, and Advanced Placement. The plan for implementing the school's reading curriculum is rooted in the Acellus Courseware with in-class activities and discussion facilitated by a teacher. Acellus delivers short video lessons providing direct instruction. Practice problems are then given to assess understanding of the concept(s) taught. The semi-autonomous, blended learning environment allows students to move through the lessons at their own pace while also meeting clearly defined checkpoints to ensure appropriate benchmarks are reached. The Reading and Math curriculum is continually evolving to ensure proper rigor and clarity. This model ensures best practices are implemented with consistency. Teachers and student advocates oversee and facilitate the coursework and peer learning teams and discussion forums help facilitate learning and ensure proper student achievement.

AREA II: DEVELOP AND IMPLEMENT A PLAN FOR GATHERING, ANALYZING, AND RESPONDING TO DATA.

FES will gather and collect data from multiple assessments, including formative and summative assessments, in order to monitor and respond to student achievement. Focus will integrate teacher supervision and instruction with Acellus Courseware's Deficiency Diagnostics to gather and respond to student achievement. Acellus was created by The International Academy of Science and each lesson provides formative video instruction and relevant assessments that utilize Deficiency Diagnostics and Customized Personal Instruction to offer a comprehensive feedback system that responds to users' interactions by modifying the

[8] http://www10.ade.az.gov/ReportCard/SchoolSummary

curriculum to fit individual needs. Based on each student's performance, Acellus creates an individualized experience, ensuring that each student has a chance to succeed at learning.[9] Using Deficiency Diagnostics (DD), Acellus assesses areas of student weakness and gives more help and practice in these areas – further customizing the learning process and filling in holes in students' understanding for a strong learning foundation. This ensures curriculum adaptability to address the needs of subgroups within our target population such as students receiving free and reduced lunch, English Language Learners, students with disabilities, and students performing in the bottom quartile. The Reading and Math curriculum is continually evolving to ensure proper rigor and clarity. For example, a 9th grade student identified via assessment to be struggling with linear algebra would be identified and immediately given additional video instruction and sequential practice problems to improve skill and competency. FES believes and research supports that rapidly responding to students' unique needs and learning styles is key to improving performance. Studies show that immediate intervention improves performance, confidence, and achievement.[10] Deficiency Diagnostic data is gathered and evaluated both internally and externally. Educational professionals and scientists at the International Science Academy evaluate the data and as trends are recognized, new course material is created. Lessons that did not work are re-taught in more depth or in a different way. Frequent wrong answers that are given by a significant number of students are evaluated until the point of confusion is identified, and additional videos are filmed specifically for each wrong answer. Reports are then generated and made available to teachers and administrators to monitor and adapt learning activities based on student needs. This model ensures best practices are implemented with consistency.

The principal will help to develop data gathering and tracking criteria to best serve FES' target population. The principal will also monitor implementation of standards into instruction through classroom observations (announced and unannounced), wherein he or she will check for standards alignment with student activities and adherence to expectations in Curriculum and alignment with general policies and procedures and the Instructional handbook. The principal will also ensure that unit summative assessments are aligned to Arizona Academic Standards.

AREA III: MONITORING INSTRUCTION AND DOCUMENTING STUDENT PROFICIENCY.

FES will monitor and document student proficiency. Under the direction of the board, the principal will monitor FES' integration of Arizona's College and Career Ready Standards while evaluating instructional practices and providing analysis of feedback to further develop instructional quality and standards integration. The principal will oversee teacher instruction. A baseline math and reading assessment will be administered to all students at the beginning of the year. Course progress will be monitored using data analytics provided by the Acellus Courseware and Canvas Online Learning System. Intervention strategies will be employed as needed. The teachers will assess overall progress and achievement in mastery of math and reading standards through administering unit formative and summative assessments. Acellus data analytics will display results of their reading mastery from individual assessment results for unit assessments.

Using this data, the principal and teachers will identify level of support needed for students including addressing the needs of subgroup populations such as English language learners, students receiving free and reduced lunch, students with disabilities, and students scoring in the bottom 25%. They will identify high-need reading and math concepts to be taught during tutoring for each grade level and each tier of students based on beginning diagnostic and unit summative assessment results. Each student scoring in the bottom quartile, or bottom 25%, in reading or math will be placed in Reading Essentials or Math Essentials, an

[9] *Acellus Learning System* (n.d.). Retrieved from International Academy of Science website, http://www.science.edu/Acellus/acellus5/how-acellus-works.php
[10] Alexakos, K., & Perwola, A. (2013). Learning at the "boundaries": Radical listening, creationism, and learning from the "other.". *Cultural Studies of Science Education.*

extra intervention class, in place of an alternative elective course or in addition to their regular course schedule. Before or after-school tutoring will be available for students in the bottom quartile. The tutoring includes regular formative assessments and weekly summative assessment of re-taught standards to ensure pupil achievement. In addition to weekly professional learning community meetings, teachers and the principal will conduct bi-monthly data meetings that analyze student progress toward standards mastery based on most recent assessment results. Teachers and administrators will work together with students and parents/guardians to monitor progress towards percentage-proficient goals. The principal will ensure that student assessment results are documented in the Student Information System (SIS) and stored for several years. Following the release of state standardized reading and math test results, teachers adjust student grades based on performance, which are recorded in the SIS. Finally, the principal, with input from teachers and the Instructional Leader, will evaluate effectiveness of monitoring strategies, including comparing students' interim grades with state-standardized test scores, and make necessary changes.

AREA IV: DEVELOP AND IMPLEMENT A PROFESSIONAL DEVELOPMENT PLAN THAT SUPPORTS EFFECTIVE IMPLEMENTATION OF THE CURRICULUM.

FES will support effective implementation of the curriculum through an unending cycle of observation, feedback, evaluation, and professional development. The principal will develop a formal evaluation instrument for all teachers that is aligned to Arizona's Framework for Measuring Educator Effectiveness (AFMEE). For Group A teachers, 50% of evaluation will be based on classroom-level data, and 50% will be based on an evaluation instrument that includes a rubric aligned to national teaching standards, as approved by the State Board of Education. The Governing Board will develop a formal evaluation instrument for the principal that is aligned to Arizona's Framework for Measuring Educator Effectiveness (AFMEE). 50% of evaluation will be based on school-level data, and 50% will be based on an evaluation instrument that includes a rubric aligned to national administrator standards, as approved by the State Board of Education.

In July 2016, the principal, working with the Instructional Leader and consultants, will conduct one and a half weeks of training with teachers, including norming expectations on the reading curriculum and instruction and training on the AFMEE. They will also conduct topic specific professional-development sessions on best reading practices specific to high need skills and concepts identified through low performance on diagnostic and unit summative tests. The principal, with input from the Instructional Leader(s) and teachers, will evaluate the implementation of best practices for teaching reading that were taught in professional-development sessions.

The principal, Instructional Leader, and peer teachers will perform informal observation of teachers in walkthroughs and longer observation, with the goal of providing constructive feedback. Throughout the year, the principal will conduct two formal observations of each teacher. Each observation includes a pre-observation conference with principal, a classroom-lesson observation of at least 30 minutes, a post-observation conference with the principal, and formal evaluation and feedback. The principal will also oversee the development of an anonymous online survey aligned to best teaching practices, which students will take. Finally, the Governing Board will conduct a formal evaluation of the principal based on established rubric. Part of all evaluations will be suggestions for specific areas of professional development

AREA I: Curriculum - The plan must provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system:

- *adoption of curriculum aligned to Arizona's College and Career Ready Standards;*
- *implementation of curriculum;*
- *evaluation of curriculum*
- *revision of curriculum; and*
- *adaptations to address the curriculum needs of subgroup populations.*

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Solicit samples for math and reading programs	Under the direction of the board, the principal will solicit 9-12 grade math and reading samples from Marti Assay, an Acellus curriculum coordinator for the International Academy of Science.	By Dec 15, 2015. Curriculum will be re-evaluated annually thereafter.	Principal, teachers	Books/resources received	$0; Can be done in-house; absorbing cost
2. Select math and reading programs	Upon researching, comparing options, and soliciting feedback from teachers, and ensuring proper alignment to AZ's College and Career Readiness Standards, principal will select math and reading programs to best serve FES' target population	By Jan 15, 2015. Curriculum will be re-evaluated annually thereafter.	Principal, teachers	Purchase order	$0; Can be done in-house; absorbing cost
3. Purchase research-based math and reading curriculum for all grade levels	Principal will complete purchase for math and reading curriculum and activate gold key—a security-encrypted USB which allows administrators and curriculum developers to access and customize curriculum.	By May 1, 2016. Curriculum will be re-evaluated annually thereafter.	Principal	Invoice, resources/books received. Courseware activated.	$0; Acellus Curriculum cost already accounted for in start-up costs.
4. Distribute math and reading curriculum	Develop Test Courses for math and reading. Integrate math and reading curriculum with Canvas Online Learning System. Establish teacher and administrator usernames and passwords to access Courseware.	By July 15, 2016. Test courses and core curriculum will developed and launched for Math and Reading 2 weeks prior to the first day of school thereafter.	Principal	Teacher confirm receipt of books/resources	$0; Can be done in-house; absorbing cost
5. Provide instruction utilizing math and reading	Ensure individual course lesson plans align to AZ's College and Career Readiness Standards and that they are adaptable to	Principal approval of lesson plans will occur prior to the start of each quarter. Year	Teachers, Principal	Lesson plans, principal observations	$0; Can be done in-house; absorbing cost

program	address the curriculum needs of subgroup populations. Provide ongoing instruction to students using approved math and reading curriculum. Perform interval principal observations to ensure proper curriculum deployment and alignment with college and career readiness standards.	1 quarters begin on the following dates: Q1 = 8/10/16 Q2 = 10/24/16 Q3 = 1/9/17 Q4 = 3/20/17 Ongoing Instruction will be provided daily beginning Aug 10, 2016. Principal observation and review will occur monthly.			
6. Evaluate the effectiveness of FES' written and adapted curriculum based on student achievement outcomes on benchmark assessments.	Performance data based on student achievement outcomes on benchmark assessments will be extrapolated and evaluated by a collaborative team assemble by the principal. Student survey data will be reviewed to evaluate curricular effectiveness. SWOT analysis (Strengths, Weaknesses, Threats, and Opportunities) will be performed for each course. Agenda and minutes will track topics and results of meeting.	Quarterly. Quarterly results for each course will be submitted by teachers within 1 week of quarter end date. Year 1 quarters end on the following dates: Q1 = 10/14/16 Q2 = 12/23/16 Q3 = 3/10/17 Q4 = 5/24/17 Within 2 weeks following submission of quarterly results, a collaborative team will meet to evaluate curriculum effectiveness.	Teachers, Principal	Performance data and student survey data is extrapolated from formative and summative assessments, Principal leads a discussion with each collaborative team about the curriculum and student results. Agenda of the discussion will reflect the curriculum evaluation discussion. Analysis of student achievement outcomes on benchmark assessments will identify strengths and weaknesses of the curriculum. Documented	$0; this action step is part of the job description and compensation of teachers and the School Principal.

				adjustments will be made to meet students' needs.	
7. Create a review process and identify committee members to annually review, evaluate, and recommend revisions to Focus High's written and adapted curriculum, including materials, assessment, and alignment to Arizona's College and Career Readiness Standards for Math and Reading.	Under the direction of the principal, create a review process and identify committee members to review, evaluate, and recommend revisions to Focus High's written and adapted curriculum. Process to be completed annually and adjusted to ensure alignment to Arizona's College and Career Readiness Standards for Math and Reading as needed.	By July 1, 2016, and each July 1st annually thereafter	Principal	Documented process for selecting committee members, including application materials to serve on the committee, and final committee selections.	$0; There is no additional cost; this action step is part of the job description and compensation of the Principal.
8. Review, evaluate the effectiveness of, and make revisions to FES' written and adapted curriculum, including materials, assessment, and alignment to Arizona's College and Career Readiness Standards for Math and Reading.	Revisions and evaluation will be based upon student achievement on benchmark and summative assessment. Data will be extrapolated to analyze subgroup population performance while reviewing, evaluating, and revising curriculum, materials and assessments as necessary	By July 21st , 2016, and each July 21st annually thereafter	Principal and Curriculum Review Committee members (organized by principal and/or board members)	Committee meeting agendas and minutes, including documented revisions to Focus' written and adapted curriculum. The recommended revisions will then be made during the next cycle of curriculum development.	$0; There is no additional cost; this action step is part of the job description and compensation of the principal and staff who volunteer or are assigned to take part in the Curriculum Review Committee.

AREA II: Assessment – The plan must provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance:

- *data collection from multiple assessments based on clearly defined performance measures aligned with the curriculum and instructional methodology, such as formative and summative assessments and common/benchmark assessments;*
- *adaptation to address the assessment needs of subgroup populations;*
- *analysis of assessment data to evaluate instructional and curricular effectiveness and to make adjustments in a timely manner; and*
- *data collection and analysis during the school year that will allow valid and reliable comparisons of student growth and proficiency from year to year.*

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Review math and reading curriculum to determine alignment with state standards	Principal and teachers under the direction of the board will review all math and reading curriculum to ensure alignment with AZ's college and career readiness standards and to ensure processes are in place to gather clear and accurate performance data and analysis during the school year that will allow valid and reliable comparisons of student growth and proficiency year over year.	Teachers will submit quarterly lesson plans to the principal prior to the start of each quarter. Year 1 quarters begin on the following dates: Q1 = 8/10/16 Q2 = 10/24/16 Q3 = 1/9/17 Q4 = 3/20/17	Principal and teachers	Correlation document	$0; Can be done in-house; absorbing cost
2. Collect/develop supplemental materials as needed to ensure all standards are addressed	Using Canvas Online Learning System, teachers will provide lesson materials, learning activities, and assessments to supplement Acellus Courseware and ensure all necessary standards are met. Process will be overseen by principal/curriculum developer.	Supplemental material will be formally updated quarterly, but on-going revisions will be made based on Deficiency Diagnostic (DD) results and formative assessment data in an effort to continually address the needs of our targeted and sub-group populations.	Teachers	Collection of materials submitted to Principal	$0; Can be done in-house; absorbing cost
3. Develop pacing guide standards and curriculum map	Principal will develop clearly defined check points, pacing standards, and a curriculum map to ensure teachers' lesson plans advance through required topics and objectives at an appropriate pace.	Check points, pacing standards, and curriculum maps for math and reading will evaluated quarterly.	Principal and teachers	Completed documents	$0; Can be done in-house; absorbing cost
4. Implement pacing guide and curriculum map	Teachers will implement approved pacing guide and use it as a reference guide to ensure students complete required learning activities, topics, objectives, and	Pacing guide will be submitted prior to the start of each quarter. Year 1 quarters begin on the	Teachers	Completed lesson plans, classroom observation forms	$0; Can be done in-house; absorbing cost

	assessments at an approved and appropriate pace.	following dates: Q1 = 8/10/16 Q2 = 10/24/16 Q3 = 1/9/17 Q4 = 3/20/17			
5. Revise pacing guide and curriculum as needed	Under the direction of the principal, teachers will modify and revise pacing guide as needed.	Ongoing as needed	Principal and teachers	Revised documents	$0; Can be done in-house; absorbing cost
6. Collect Data from multiple assessments based on clearly defined performance measures aligned with the curriculum and instructional methodology, such as formative and summative assessments and common/benchmark assessments	Performance data based on student achievement outcomes on multiple benchmark assessments aligned with the curriculum and instructional methodology will be gathered and stored in the Canvas® Leaning Management System. Canvas Data provides access to relevant course activity such as formative and summative assessments, performance evaluations, trends, and common/benchmark results. This process enables Focus to gather and store data quickly without sacrificing the thoroughness of the results.	Quarterly. Quarterly data for each course will be gathered and stored within 1 week of quarter end date. Year 1 quarters end on the following dates: Q1 = 10/14/16 Q2 = 12/23/16 Q3 = 3/10/17 Q4 = 5/24/17	Principal and teachers	Teachers have updated and submitted quarterly grades. Canvas has generated a quarterly data report.	$0; Can be done in-house; absorbing cost
7. Adaptation to address the assessment needs of subgroup populations	Under the direction of the principal, a curriculum review committee will meet quarterly to assess curricular effectiveness in addressing the needs of subgroup populations. Curriculum adjustments will be made based on committee findings. In addition to quarterly adjustments, ongoing and automated adjustments will be made to better meet the needs of subgroup populations in the following manner: If in-Class Formative assessment results suggest subgroups or students have not mastered specific essential learning outcomes (ELOs) to the level of mastery set by the Governing Board, subgroups or	Ongoing and Quarterly. (ongoing) Remediation and automated intervention activities will respond based on need and immediately following benchmark assessment results. (quarterly) Curriculum adjustments will begin and Individualized remediation efforts will occur at the end of each quarter following the analysis of assessment data by the principal and curriculum review	Principal and Teachers and Curriculum Review Committee members (organized by principal and/or board members)	Committee meeting agendas and minutes. The recommended revisions will then be made during the next quarter, or when necessary, during the next cycle of curriculum development.	$0; Can be done in-house; absorbing cost

	students will receive differentiated, need-based instruction for learners needing remediation on specific skills. Remediation will occur using targeted remediation courses provided via Canvas and Acellus. Subgroups and individuals not responding to this targeted remediation will further receive intensive intervention in one-on-one and small-group settings. Students still not responding to intervention will be referred to special education services for additional support. This adaptive and ongoing approach in addition to quarterly adjustments will ensure the needs of subgroup populations are properly addressed.	committee and within 2 weeks of the end of each quarter. Year 1 quarters end on the following dates: Q1 = 10/14/16 Q2 = 12/23/16 Q3 = 3/10/17 Q4 = 5/24/17			
8. Analysis of assessment data to evaluate instructional and curricular effectiveness and to make revisions and adjustments in a timely manner	Performance data will be evaluated by Principal and a Curriculum Review Committee assembled by the principal for instructional and curricular effectiveness. Curricular effectiveness will be determined by a rubric created by the principal and curriculum review committee that assesses students' mastery of standards and relevant course competencies. Ineffective instruction and curriculum will be identified and revised each quarter.	Quarterly. Data analysis will occur Within 1 week of the end of each quarter. Revisions will occur within 8 weeks of the end of each quarter. Year 1 quarters end on the following dates: Q1 = 10/14/16 Q2 = 12/23/16 Q3 = 3/10/17 Q4 = 5/24/17	Principal and Teachers and Curriculum Review Committee members (organized by principal and/or board members)	Committee meeting agendas and minutes. Printout or data file evaluating quarterly data. Curricular Effectiveness Rubric. Past quarter's results and future quarter's action plan.	$0; Can be done in-house; absorbing cost
9. Data collection and analysis during the school year that will allow valid and reliable comparisons of student growth and proficiency from year to year while tying learning back to state test results.	Performance data will be collected and throughout the school year analyzed on a quarterly basis by the principal and a curriculum review committee assembled by the principal. Quarterly benchmark data and end of the year state test result data will be compared to prior years' quarterly benchmark results and state test data to assess student growth and proficiency from year to year.	Quarterly. Within 1 week of the end of each quarter. Year 1 quarters end on the following dates: Q1 = 10/14/16 Q2 = 12/23/16 Q3 = 3/10/17 Q4 = 5/24/17	Principal and Teachers and Curriculum Review Committee members (organized by principal and/or board members)	Committee meeting agendas and minutes. Graphics and data showing year over year comparison of student growth and proficiency.	$0; Can be done in-house; absorbing cost

AREA III: Monitoring Instruction – The plan must provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction:

- *monitoring the integration of Arizona's College and Career Ready Standards;*
- *evaluating instructional practices;*
- *evaluating instructional practices targeted to address the needs of subgroup populations; and*
- *providing analysis and feedback to further develop instructional quality and standards integration.*

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Develop quarterly benchmarks aligned with pacing guide and curriculum map and AZ's College and Career Ready Standards.	Teachers will develop quarterly benchmarks aligned with pacing guide and curriculum map utilizing Acellus Curriculum and Canvas OLS; Acellus web-based application and Canvas/Instructure® will be used to create and administer formative and summative assessments, track student progress and provide intervention.	Quarterly. Year 1 quarters begin on the following dates: Q1 = 8/10/16 Q2 = 10/24/16 Q3 = 1/9/17 Q4 = 3/20/17	Teachers	Scheduled and completed benchmarks	$0; Can be done in-house; absorbing cost can be done in-house
2. Administer quarterly benchmarks	Through Canvas OLS, teachers will administer quarterly scores and benchmark achievements. Scores and progress will be made available to students, parents/guardians, and principals/administrators. Intervention strategies will be developed and implemented based on benchmark scores.	Quarterly. Quarterly results will be submitted by teachers within 1 week of quarter end date. Year 1 quarters end on the following dates: Q1 = 10/14/16 Q2 = 12/23/16 Q3 = 3/10/17 Q4 = 5/24/17	Teachers, Principal	Benchmark scores	$0; Can be done in-house; absorbing cost
3. Disaggregate benchmark data to guide instruction	Disaggregate data into subgroup populations of Free and Reduced Lunch, English Language Learners, students with disabilities, and students in the bottom 25%. Share disaggregated data with teachers and relevant staff via training.	Quarterly. Quarterly disaggregated data results will be submitted by teachers within 1 week of quarter end date. Year 1 quarters end on the following dates: Q1 = 10/14/16	Teachers, Principal	Teacher presentations of student data	$0; Can be done in-house; absorbing cost

		Q2 = 12/23/16 Q3 = 3/10/17 Q4 = 5/24/17. Disaggregated data will be shared and necessary training will take place in week 1 of each quarter (after the previous quarter's break). Year 1 quarters begin on the following dates: Q1 = 8/10/16 Q2 = 10/24/16 Q3 = 1/9/17 Q4 = 3/20/17			
4. Administer formative assessments (pre/post tests; unit tests) to guide instruction	Pre-formative assessments will be administered in week 1 of each school year by teachers. Pre-formative assessments will serve to gauge students' understanding of content material, set an initial benchmark for yearly progress, and compare results with prior year's cohort of students. Unit tests and post tests will be administered within each quarter at the discretion of the teacher and according to approved lesson plans.	Quarterly. Pre-assessments will be administered in week 1 of each semester. Year 1 semesters begin on the following dates: S1 = 8/10/16 S2 = 1/9/17 Formative assessments will be administered in the middle of each semester (in the final week of Q1 or Q3 or within the 1st week of Q2 or Q4) Year 1 quarters begin and on the following dates: Q1 = 8/10/16 - 10/14/16 Q2 = 10/24/16 - 12/23/16 Q3 = 1/9/17 - 3/10/17 Q4 = 3/20/17 - 5/24/17 Post or summative tests will be administered within the final 2 weeks of each	Teachers, Principal	Grade book, review of lesson plans, formative test scores uploaded into grade book.	$0; Can be done in-house; absorbing cost

		semester's end date. Year 1 semesters end on the following dates: S1 = 12/23/16 S2 = 5/24/17			
5. Disaggregate formative data to guide instruction	Disaggregate formative data into subgroup populations of Free and Reduced Lunch, English Language Learners, students with disabilities, and students in the bottom 25%. Share disaggregated data with teachers and relevant staff via training.	Quarterly. Quarterly disaggregated data results will be submitted by teachers within 1 week of quarter end date. Year 1 quarters end on the following dates: Q1 = 10/14/16 Q2 = 12/23/16 Q3 = 3/10/17 Q4 = 5/24/17. Disaggregated data will be shared and necessary training will take place in week 1 of each quarter (after the previous quarter's break). Year 1 quarters begin on the following dates: Q1 = 8/10/16 Q2 = 10/24/16 Q3 = 1/9/17 Q4 = 3/20/17	Teachers	Grade book, review of lesson plans, quarterly grades submitted to grade book.	$0; Can be done in-house; absorbing cost
6. Disseminate student progress to parents and students	Teachers' quarterly grades will be uploaded by teachers to gradebook within 1 week of quarter end date. Posted grades will be shared electronically with students and parents via Canvas. Written or printed grade reports will be made available as needed within week 1 of the quarter following the most recently completed quarter	Quarterly. Within 1 week of each quarter end date. Year 1 quarters end on the following dates: Q1 = 10/14/16 Q2 = 12/23/16 Q3 = 3/10/17 Q4 = 5/24/17.	Teachers	Online posting of grade reports or copies of report cards	$0; Can be done in-house; absorbing cost
7. Create a formal	Create a formal teacher evaluation and	Annually. 2 weeks prior to	Principal	Evaluation and	There is no

teacher evaluation template to evaluate instructional practices	observation template that includes a section regarding integration of Focus High's Essential Learning Outcomes (ELOs) aligned to Arizona's College and Career Readiness Standards for Math and Reading.	the start of each year. Year 1 begins on the following date: 8/10/16		observation template are created and included in the Staff Handbook.	additional cost; this action step is part of the job description and compensation of the School Principal.
8. Evaluate instructional practices	Conduct formal teacher evaluations and unannounced informal classroom observations, checking for standards alignment.	Ongoing throughout school year. Each teacher will have two formal evaluations per year (1 each semester) and a minimum of 2 informal evaluations. The number of informal evaluations will be determined at the discretion of the principal Semester1 Start = 8/10/16 -Formal Review (1) -Informal Review (TBD) Semester1 End = 12/23/16 Semester2 Start = 1/9/17 -Formal Review (1) -Informal Review (TBD) Semester2 End = 5/24/17	Principal	School Principal completes teacher observations. All observation forms, including Teacher Performance Rubrics, are filed by Principal. Any teacher who does not show evidence of integrating standards according to the Teacher Performance Rubric will have an immediate meeting with the School Principal leading to a Performance Plan.	There is no additional cost; this action step is part of the job description and compensation of the School Director and Instructional Coach.
9. Evaluating instructional practices targeted to address the needs of subgroup populations.	Conduct formal teacher evaluations and unannounced informal classroom observations to evaluate instructional practices targeted to address the needs of subgroup populations. Observe techniques and intervention methods designed to address the needs of subgroup populations. Review performance data of subgroup population with teachers.	Ongoing throughout school year. Each teacher will have two formal evaluations per year (1 each semester) and a minimum of 2 informal evaluations. The number of informal evaluations will be determined at the discretion of the principal	Principal	School Principal completes teacher observations. All observation forms, including Teacher Performance Rubrics, are filed by Principal. Any teacher who does not show evidence of integrating	There is no additional cost; this action step is part of the job description and compensation of the School Director and Instructional Coach.

		Semester1 Start = 8/10/16 -Formal Review (1) -Informal Review (TBD) Semester1 End = 12/23/16 Semester2 Start = 1/9/17 -Formal Review (1) -Informal Review (TBD) Semester2 End = 5/24/17		standards according to the Teacher Performance Rubric will have an immediate meeting with the School Principal leading to a Performance Plan.	
10. Revise instructional practices (as needed) based on evaluation and analysis of instructional and curricular effectiveness	Instructional practices will be evaluated by Principal for instructional and curricular effectiveness. Instructional effectiveness will be determined by points scored on instructional and curricular effectiveness scoring rubric. Ineffective instructional practices will be identified and coached to. Teachers scoring in the bottom quintile of the instructional grading rubric will be placed on a formal improvement plan. Teachers scoring in the bottom quintile for 2 consecutive semesters will be dismissed.	Observation and instructional revisions will be ongoing. Formal teacher observations and reviews will occur Semi-Annually (once per semester). Semester1 Start = 8/10/16 -Formal Review (1) Semester1 End = 12/23/16 Semester2 Start = 1/9/17 -Formal Review (1) Semester2 End = 5/24/17	Principal and Teachers	Teacher review completed. Instructional and curricular effectiveness scoring rubric completed and submitted.	$0; Can be done in-house; absorbing cost

AREA IV: Professional Development – The plan must provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system:

- *identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;*
- *identifying and providing professional development that supports teachers of subgroup populations;*
- *supporting high quality implementation of the strategies learned in professional development; and*
- *providing monitoring and follow-up to support and develop implementation of the strategies learned in professional development.*

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Train teachers on methods of instruction.	Principal will oversee 7 days of professional development that is aligned with instructional staff learning needs and focuses on areas of high performance and	8/1/2016 – 8/9/2016, 8 hours each day (56 hours). PD will take place at the beginning of each school	Principal	Sign in/out sheets	$0; Can be done in-house; absorbing cost; teacher, principal

	identifies and supports instructional methods for subgroup populations.	year thereafter.			and staff pay rate have been budgeted in to AIS.
2. Attend initial reading program professional development (onsite)	Under the direction of the board, principal will arrange for a professional development trainer to provide on-site training geared toward effective strategies to educate students and tailor instruction to subgroup populations (Free and Reduced Lunch, English Language Learners, students with disabilities).	8/1/2016 – 8/9/2016, time within these 7 days will be allotted to curriculum trainer to provide onsite professional development prior to the start of the school year. Training will be provided the week prior of each school year thereafter	Trainer provided by publisher	Sign in/out sheets	$1,200 - $1,500
3. Develop observation protocol for effective implementation	Principal will develop document to verify teachers have completed required training. Passing will be based on attendance, participation, and passing of an online tutorial that demonstrates understanding of concepts learned.	Prior to the start of week 1 of school. Anticipated start date for year 1 is 8/10/216.	Teachers, principal	Completed document	$0; Can be done in-house; absorbing cost
4. Discussion during weekly Professional Learning Community meetings regarding ways to improve implementation	Principal will lead staff meetings and facilitate discussion during weekly professional learning community meetings to ensure proper implementation of best practices and provide ongoing feedback and necessary adjustments to best address serve the needs of FES' target population and relevant subgroup populations (Students with Free and Reduced Lunch, English Language Learners, students with disabilities).	Weekly. Weekly professional learning community meetings Tuesdays.	Teachers, principal	Meeting notes	$0; Can be done in-house; absorbing cost
5. Create a formal School Principal evaluation and observation template that includes a section regarding	The school governing board will meet to create a formal school principal evaluation and observation template prior to the start of each school year that includes a section regarding integration of Focus High's ELOs aligned to Arizona's College and Career Readiness Standards for Math and	By June 1, 2016 and revised each year by June 1 as needed	Governing Board	Evaluation and observation template are created and included in the Staff Handbook.	There is no additional cost; this action step is part of the job description of the Governing Board.

integration of Focus High's ELOs aligned to Arizona's College and Career Readiness Standards for Math and Reading.	Reading.				
6. Create a formal teacher evaluation and observation template that includes a section regarding effective implementation of the Focus High curriculum.	The principal will create a formal teacher evaluation and observation template prior to the start of each school year that includes a section regarding effective implementation of the Focus High curriculum.	By July 1, 2016 and revised each year by July 1 as needed	Principal	Evaluation and observation template are created and included in the Staff Handbook.	There is no additional cost; this action step is part of the job description and compensation of the Principal.
7. Create and deliver a professional development session that is aligned with instructional staff learning needs and focuses on areas of high importance and addresses the instructional needs of subgroup populations (Students with Free and Reduced Lunch, English Language Learners, students with disabilities).	Create and deliver a professional development session on the creation of effective, rigorous, and standards-aligned Math and Reading ELOs, scope and sequence documents, and pacing guides, integrating Arizona College and Career Readiness Standards into lesson plans and instruction, the creation of rigorous standards-aligned Quarterly Common Assessments, planning and delivery of effective Math and Reading instruction, best practices for instruction, the effective usage of hybrid learning for Math and Reading instruction, opportunities for differentiation in Math and Reading instruction, usage of assessment data to drive instruction, effective co-observation techniques, norming grading policies among collaborative teams, targeting the needs of subgroup populations, and proper and effective collaborative team Results Meetings and Data Analysis	Sessions created by June 30 annually. Sessions delivered during summer professional development; 8/1/2016 – 8/9/2016, and during summer professional development annually thereafter.	Principal, but may include outside professional development assistance determined and procured by principal and/or board	Sessions are reviewed by board. Teachers have copies of all presentations and materials from sessions.	$1,200 - $1,500 for procurement of potential professional development assistance services (defined in budget)

	Meetings.				
8. Survey teachers on needs for differentiated and need-based professional development opportunities.	Create and deliver teachers surveys for the purpose of gathering feedback on needs for differentiated and need-based professional development opportunities. Suggested feedback will be evaluated and incorporated into ongoing professional development opportunities.	By the last day of summer professional development (8/9/2016), and ongoing quarterly thereafter.	Principal	Principal will file results of surveys	There is no additional cost; this action step is part of the job description and compensation of the teachers.
9. Identify local and off-site opportunities for teachers to attend workshops on best practices for Math and Reading instruction.	Principal will organize local and potential off-site training and professional development opportunities for teachers to attend workshops throughout the school year as needed. Principal will organize proposed workshops into a professional development calendar that will be made available to teachers and staff.	Within 1 week of the last day of summer professional development (8/9/2016), and ongoing quarterly thereafter	Principal	Professional development calendar	There is no additional cost; this action step is part of the job description and compensation of the teachers.
10. Conduct teacher co-observations.	Principle will create teacher co-observation form(s) and make it available to teachers before the start of each school year. Under the direction of the principal, teachers will form Professional Learning Communities (PLCs) in order to co-observe peers with the intent to observe, evaluate, and share best practices.	Ongoing throughout school year. Each teacher will receive and perform 2 co-observations per year (1 each semester. Semester1 Start = 8/10/16 -Co-Observation (1) Semester1 End = 12/23/16 Semester2 Start = 1/9/17 -Co-Observation (1) Semester2 End = 5/24/17	Teachers	Principal will make co-observation form available to teachers. Formation of PLCs. Teachers or PLCs will record and file notes from co-observations.	There is no additional cost; this action step is part of the job description and compensation of the teachers.
11. Conduct bi-weekly content area collaborative team meetings to discuss student performance and identify requests for additional support	Conduct bi-weekly content area collaborative team meetings to discuss student performance, share best practices, debrief from teacher co-observations, and conduct action research projects. Collaborative teams will also formulate any requests for additional support from school leadership. Each meeting will	Twice per month throughout the school year on the 1st and 3rd Tuesday of each month.	Teachers, supported by Principal	Teachers will develop agendas and submit minutes from collaborative team meetings to school leadership.	There is no additional cost; this action step is part of the job description and compensation of the teachers.

from school leadership.	specifically address the effective implementation of the Focus High Math and Reading curriculum.				
12. Conduct teacher observations and evaluations.	Conduct teacher observations and evaluations to determine additional areas to support teachers in effective implementation of Math and Reading instruction.	Ongoing throughout school year. Each teacher will have 2 formal observations and evaluations per year (1 each semester) and a minimum of 2 informal observations and evaluations. The number of informal observations and evaluations will be determined at the discretion of the principal Semester1 Start = 8/10/16 -Formal Review (1) -Informal Review (TBD) Semester1 End = 12/23/16 Semester2 Start = 1/9/17 -Formal Review (1) -Informal Review (TBD) Semester2 End = 5/24/17	Principal	Principal completes teacher observations. Principal completes teacher evaluations. Results will be used to determine additional areas of support for staff.	There is no additional cost; this action step is part of the job description and compensation of the Principal and/or Instructional Coach.
13. Complete coaching sessions with individual teachers to improve their practice based upon identified areas for additional support.	Based upon the results of teacher observations and teacher evaluations, Principal will organize and conduct coaching sessions with individual teachers to improve their practice based upon identified areas for additional support. Teachers and the Principal will collaboratively determine appropriate action Plans. Principal will then complete a follow-up observation to ensure Teachers are implementing Action Plans	Ongoing throughout school year. Each teacher will have 2 performance and observation related coaching sessions per year (1 each semester). Semester1 Start = 8/10/16 -Coaching Session (1) Semester1 End = 12/23/16	Teachers and/or Principal	Principal completes teacher observations. Principal completes teacher evaluations. Principal completes coaching session in which, collaboratively, teachers and Principal determine appropriate Action	There is no additional cost; this action step is part of the job description and compensation of the teachers, Principal and/or Instructional Coach.

		Semester2 Start = 1/9/17 -Coaching Session (1) Semester2 End = 5/24/17		Plans. Principal completes and documents a follow-up observation to ensure Teachers are implementing Action Plans.	
14. Ensure completion of monthly school-wide professional development sessions which seek to address the effective implementation of the Focus High Math and Reading curriculum.	Principal will ensure successful completion of monthly school-wide professional development sessions which may be differentiated. Sessions will be based upon needs identified by survey feedback, collaborative team requests, and/or the results of observations or evaluations. Each session will specifically address the effective implementation of the Focus High Math and Reading curriculum.	Ongoing; monthly throughout the school year. Teachers must complete monthly professional development sessions before the end of each month.	Principal, Teachers, and/or outside experts	Agendas and topics for each professional development session will be filed. Materials and instruction for each session will be made available to staff.	There is no additional cost for development delivered by the Principal, teachers, and/or online; this action step is part of the job description and compensation of the Principal and/or teachers.
15. Evaluate effectiveness of Professional Development, and revise when needed.	The principal will evaluate the effectiveness of professional development based on feedback, outcomes, and survey results. Revisions to professional development sessions will be made as necessary. Revised professional development scheduled will be published and made available to teachers.	Twice each school year, in January and June	Principal	Survey results and teacher walkthrough forms; revised Professional Development schedules	There is no additional cost; this action step is part of the job description and compensation of the Principal.