Demonstration of Sufficient Progress

DSP Report

HPLS Administration and Faculty Name: Robin Kauakahi, Director; Frank Prezelski, DFO; Jacob Pawson, Business Manager

School(s): **Ha:sañ Preparatory & Leadership School**

Date Submitted: November 14, 2014

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

☐ Annual Monitoring

☐ Interval Review

☐ Renewal

x Failing School

☐ Expansion Request

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

xFY2013

x FY2014

<u>Directions:</u>

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 HPLS Administration and Faculty’s Performance Management Plan when listing evidence of implementation.

Area I: Data

HPLS Administration and Faculty's 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 HPLS Administration and Faculty must copy and paste the entire Data area for each school.

School Name: __ Ha:sañ Preparatory & Leadership School _____

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	☐	x	☐	x	x
Student Median Growth Percentile (SGP) – Reading	☐	x	☐	x	x
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	x	☐	x	x
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	x	☐	x	x
Improvement – Math (Alternative High Schools Only)	☐	x	☐	x	x
Improvement – Reading (Alternative High Schools Only)	☐	x	☐	x	x
Percent Passing – Math	☐	x	☐	x	x
Percent Passing – Reading	☐	x	☐	x	x
Subgroup, ELL – Math	☐	x	☐	x	x
Subgroup, ELL – Reading	☐	x	☐	x	x
Subgroup, FRL – Math	☐	x	☐	x	x
Subgroup, FRL – Reading	☐	x	☐	x	x
Subgroup, students with disabilities – Math	☐	x	☐	x	x
Subgroup, students with disabilities – Reading	☐	x	☐	x	x

[1] If the HPLS Administration and Faculty 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	☐	x	☐	x	x
Academic Persistence (Alternative Schools Only)	☐	☐	☐	☐	☐

Data for All Applicable Measures and Subgroups

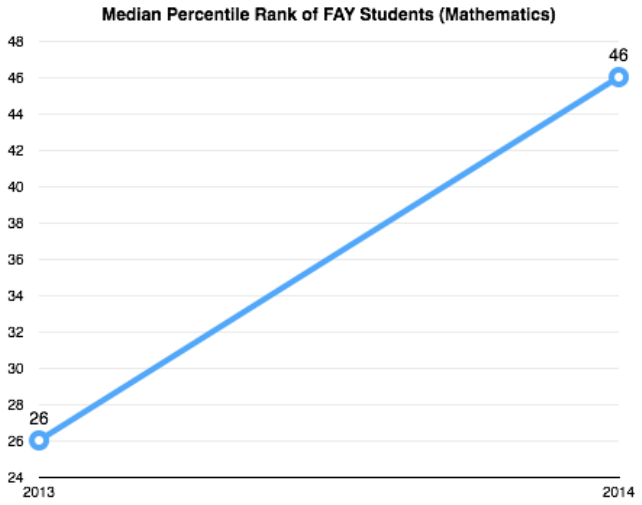
1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

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 HPLS Administration and Faculty 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 HPLS Administration and Faculty must provide data for each school operated by the HPLS Administration and Faculty 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.

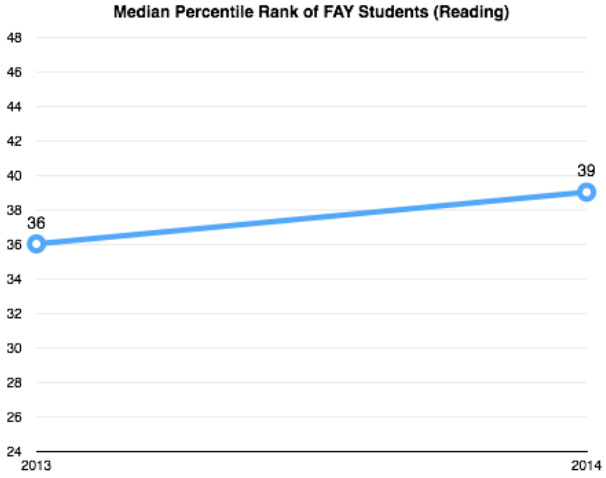
Insert Student Median Growth Percentile (SGP) – Math data here:

Median Percentile Rank of FAY Students Mathematics:



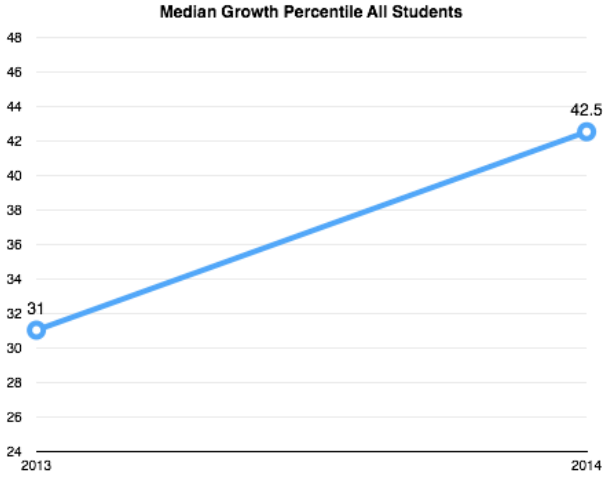
Insert Student Median Growth Percentile (SGP) – Reading data here:

Median Percentile Rank of FAY Students Reading:



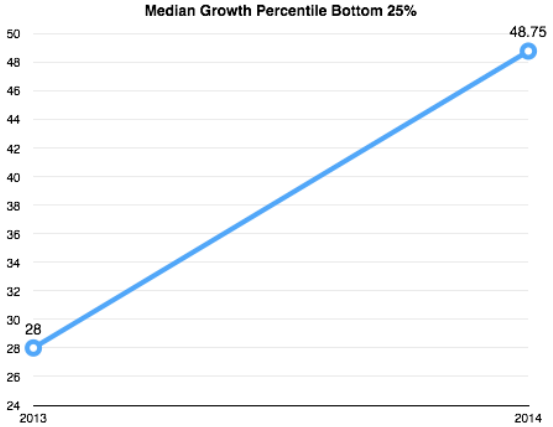
Insert Student Median Growth Percentile (SGP) – Math and Reading data here:

AIMS Median Growth Percentile (SGP) – Math and Reading:



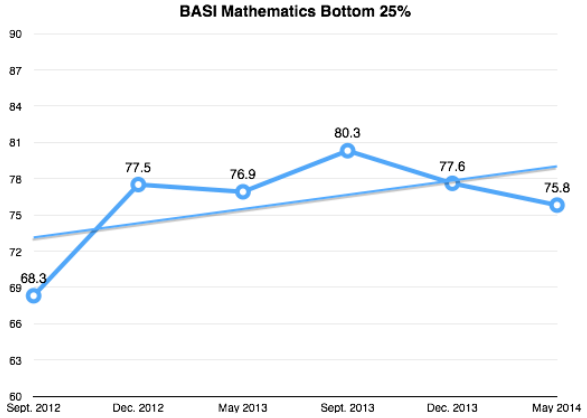
Insert Student Median Growth Percentile (SGP), Bottom 25%,- Math and Reading data here:

AIMS Median Growth Percentile (SGP), Bottom 25%,- Math and Reading:

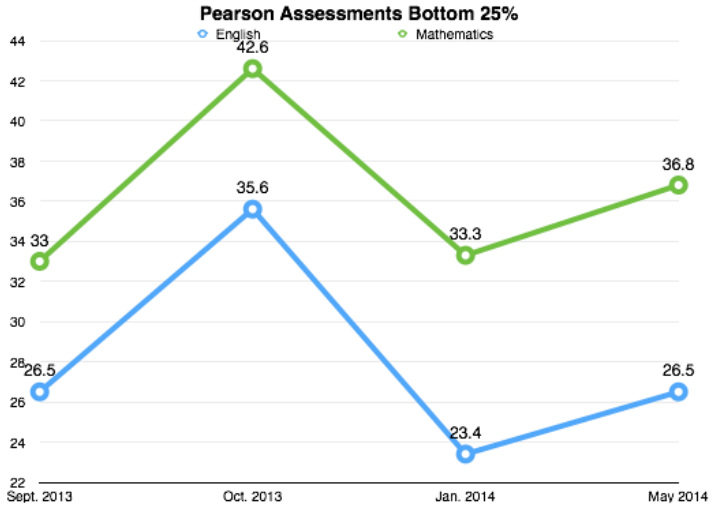


Insert Student Median Growth Percentile (SGP), Bottom 25%,- Math here:

BASI Growth Standard Score Math Bottom 25%:

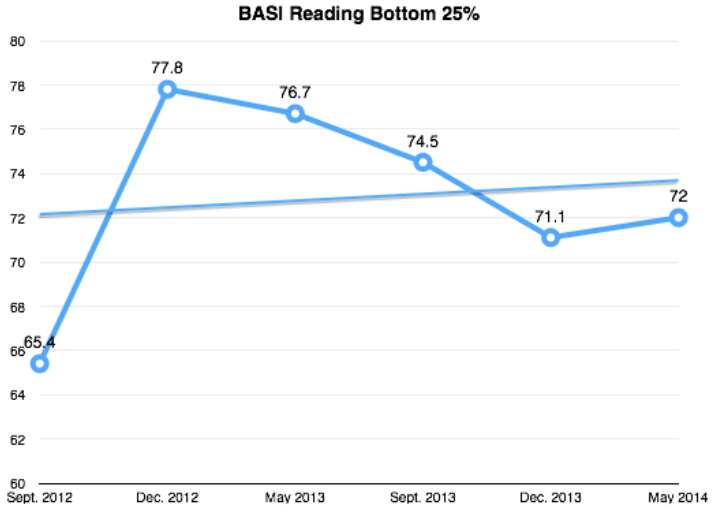


PEARSON Growth Standard Score Math Bottom 25%:

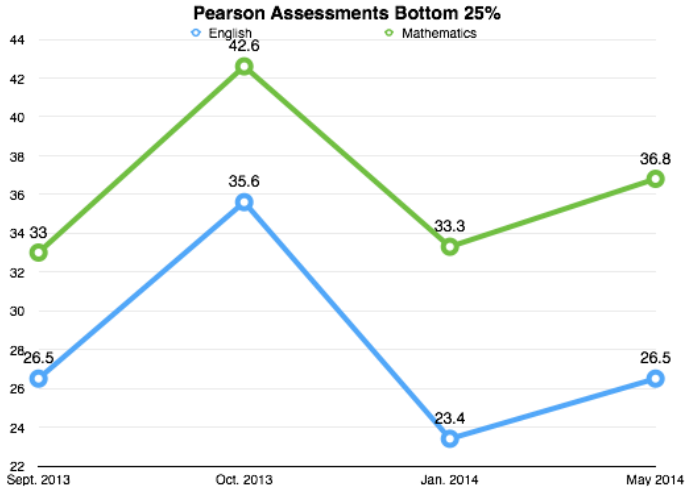


Insert Student Median Growth Percentile (SGP), Bottom 25%,- Reading here:

BASI Growth Standard Score Reading Bottom 25%:

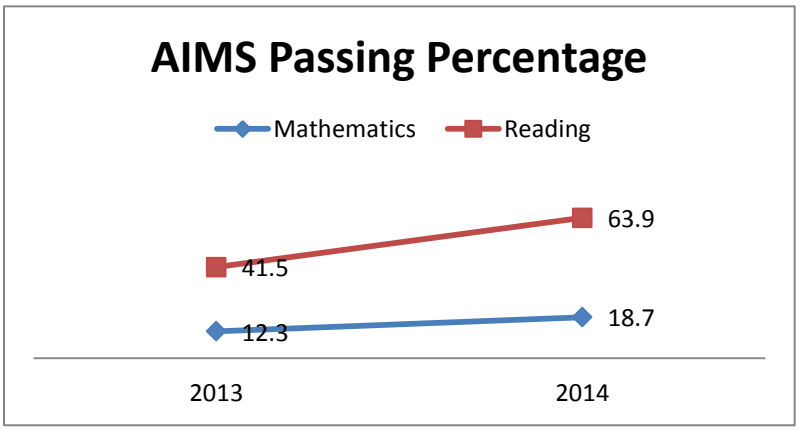


Pearson Benchmark Testing Data Math and Reading Bottom 25%:



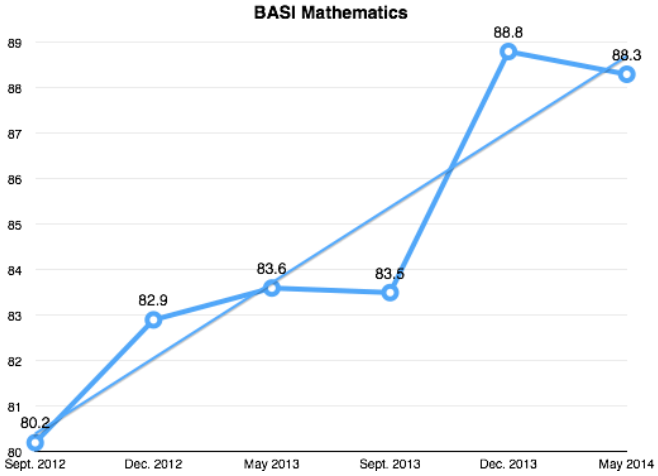
Insert Percent Passing – Math and Reading data here:

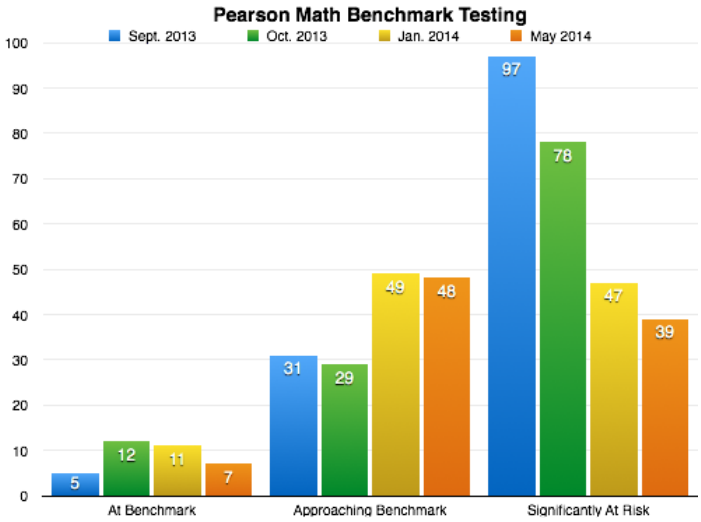
Percent Passing – AIMS Math and Reading:



Insert Percent Passing – Math data here:

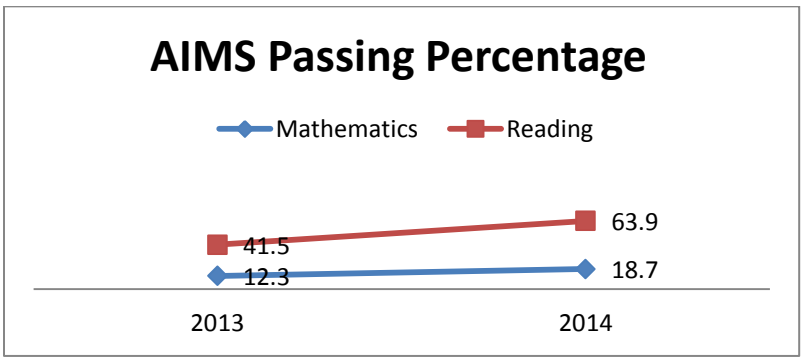
BASI Growth Standard Score Math:





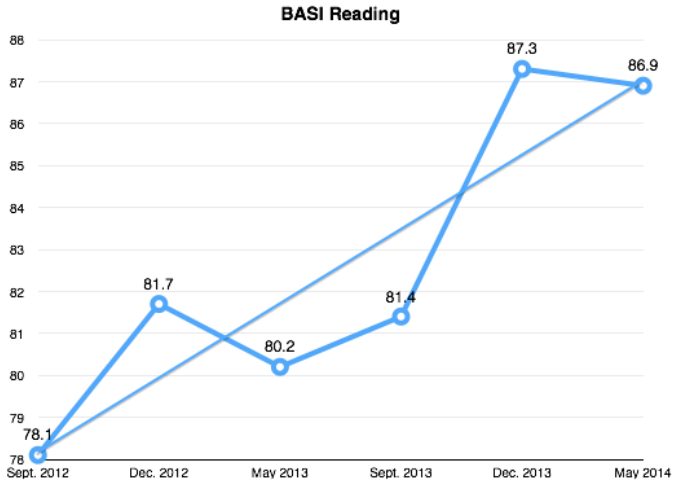
Insert Percent Passing – Math and Reading data here:

Percent Passing – AIMS Math and Reading:

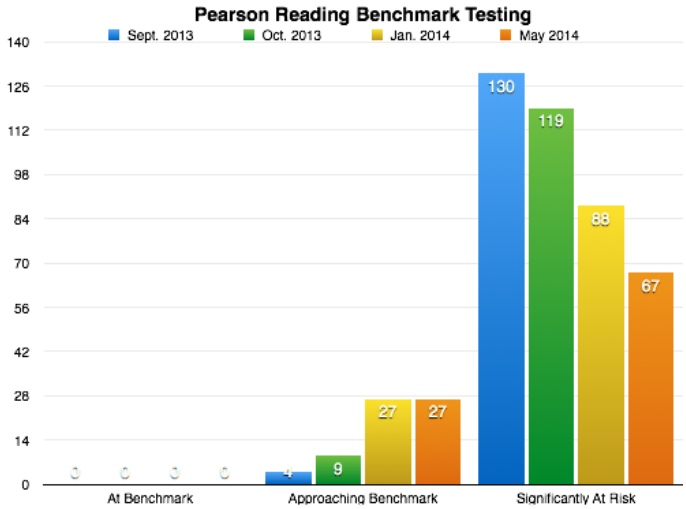


Insert Percent Passing –Reading data here:

BASI Growth Standard Score Reading:

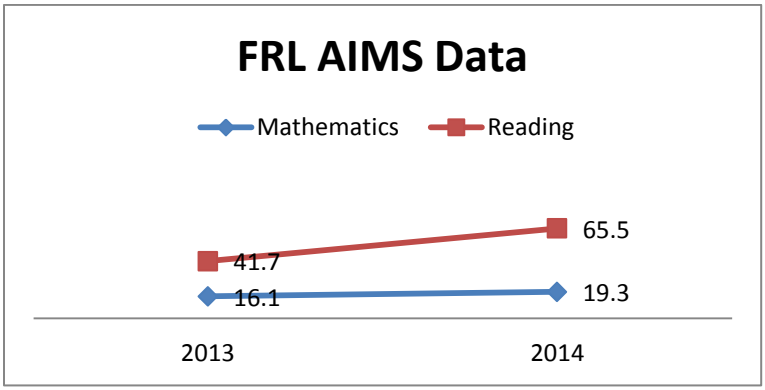


Pearson Benchmark Testing Data Reading:

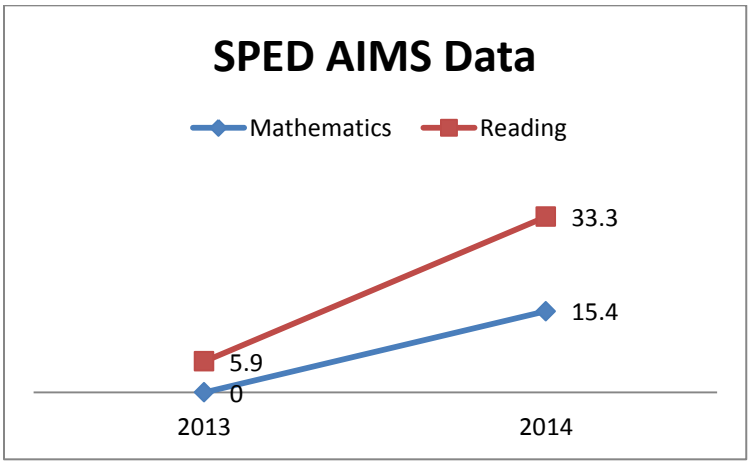


Insert Subgroup, ELL – Math data here: NR
Insert Subgroup, ELL – Reading data here: NR

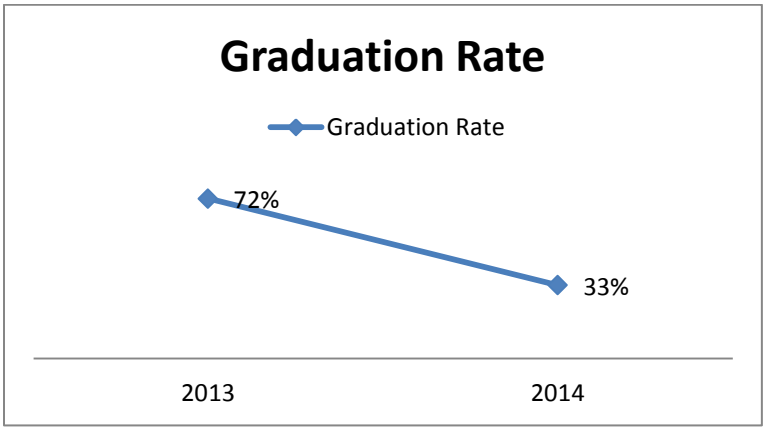
Insert Subgroup, FRL – Math and Reading data here:
Subgroup – FRL Math and Reading:



Insert Subgroup, SPED – Math and Reading data here
Subgroup, SPED – Mathematics and Reading:



Insert High School Graduation Rate data here:



Valid and Reliable Data

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

There are three sources of data that are used in the DSP: The sources are as follows:

- AIMS Testing Data
- Basic Achievement Skills Inventory (BASI) Data
- Pearson Benchmark Assessment Test Data

The AIMS test is a reliable source of data, as it is the state mandated assessment used to measure students' academic achievement across the State of Arizona. The BASI assessment is a validated standardized test that measures students' academic abilities based on a standard score based on a standard scale. The Pearson Assessment Data is a reliable source, as it is designed and aligned specifically for the curriculum that is used at the school. The assessment draws from concepts relating to the AZ common core standards.

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?

We have looked at multiple patterns of data and have drawn the following conclusions. The BASI sore trends as follows: the bottom 25 % of students exhibited much slower growth in the areas of math. Students who are above the 25% scored much better in math. This was concluded by examining the trend lines depicted on each graph. The BASI reading scores depict the exact same trend for the bottom 25% in comparison with other students. The Pearson assessment depicted different results. The results in math showed that 97 students who fell significantly at-risk in September 2013 dropped to 39 students in May 2014. The Pearson reading results which proved to be very similar with math. A total of 130 students, who fell significantly at-risk in September 2013, dropped to 67 students in May 2014. With the Pearson assessment, the bottom 25% of students, the graph depicts a similar trend with sIMtudents assessment scores in the areas of reading and math. The Pearson math assessment showed growth which directly correlated to our growth in math AIMS scores. The BASI math scores showed moderate growth which directly correlates to the moderate reading scores growth in reading AIMS. After examining our assessment tools, we have concluded that our Pearson reading test was a bit lengthy which might have skewed the results.

Area II: Curriculum

Evaluating Curriculum	
1. What is the HPLS Administration and Faculty's process for evaluating curriculum? How does the HPLS Administration and Faculty evaluate how effectively the curriculum enables students to meet the standards?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty adheres to a consistent and rigorous curriculum evaluation system that embodies the following elements: • Alignment to ACCR Standards • Rigor of curricular materials • Sufficient content and supplemental materials including but not limited to: • Differentiation for ELL students • Differentiation for our FRL students • Differentiation for students with learning disabilities • Differentiation for non-proficient students • Differentiation for homeless students • Differentiation for students exhibiting characteristics serious emotional disorders such as PTSD, depression, mood disorders, • Differentiation for students suffering chronic health issues, fetal alcohol syndrome, fetal alcohol effects, asthma, Insulation dependent students, congenital heart disease • Differentiation for hungry/undernourished students Twice per month, the Curriculum Coach compiles and analyzes curricular data, including but not limited to classroom observations, teacher lesson plans, and teacher-generated instructional materials. This data is used to inform further development of ACCR standards with the aforementioned curriculum, overall classroom rigor, effective use of content and supplemental materials, and myriad differentiation strategies. Additionally, content area teachers meet several times per week to analyze and evaluate the efficacy and vertical consistency of curricular	List documents that serve as evidence of implementation of this process: I. Completed curriculum coach classroom observation forms. II. Completed content area teacher meeting sign-in sheets with meeting notes. III. Completed Differentiation Analysis Sheet. IV. Curriculum Calendar V. Walk-through curriculum protocol VI. Student registration records VII. SPED records VIII. The Curriculum Action Step List

content. Content area teachers also discuss and evaluate the effectiveness of current instructional strategies as they relate to specific student assessments (AIMS, BASI, and Pearson etc.). The data collected from the curricular evaluation system is used to compile the following: • Any curricular component identified as fully aligned, not sufficiently aligned, or partially aligned to ACCR standards • Any curricular component identified as fully aligned, not sufficiently aligned, or partially aligned to meet the appropriate rigor level • Any curricular component identified as fully aligned, not sufficiently aligned, or partially aligned to ACCR standards regarding content and supplemental materials • Any curricular component identified as fully aligned, not sufficiently aligned, or partially aligned to ACCR standards regarding appropriate differentiation for all groups For any curricular components in the above category, the Curriculum Coach meets with involved parties to create a list of appropriate action steps to be taken with Director approval. The action steps are compiled in a curriculum action step list.	
2. How does the HPLS Administration and Faculty identify gaps in the curriculum?	
Answer (suggested word count is 400 words): To identify gaps in the curriculum, the HPLS Administration and Faculty consistently asks the following questions: • Are all intended outcomes being adequately addressed? • Do the proposed pedagogy and assessment support the development of those outcomes? • Does the curriculum provide multiple opportunities/differentiated instructional strategies to develop abilities and skills?	List documents that serve as evidence of implementation of this process: I. BASI Benchmark test results II. Pearson Benchmark Test Reports III. AIMS test results IV. Laurus pre- and post-test results (online) V. Curriculum Committee Notes VI. Curriculum Action Step List VII. PMPT Meeting notes VIII. Class Rosters IX. Class schedules

• Are some outcomes being under- or over-represented by the curriculum? • Are the learning opportunities provided sufficient for the development of the intended outcomes? • Is the curriculum rigorous? The HPLS Administration and Faculty utilize extensive assessment data to identify curriculum areas in which gaps are not sufficiently plugged. This data includes: • Feedback from Basic Achievement Skills Inventory • Feedback from ACCR-aligned Pearson benchmark tests • Feedback from Arizona State Standards-aligned Laurus online tests (differentiated instruction for 10th-12th graders who needed to pass AIMS) • Curriculum coach observations of teacher performance • Ongoing, formative, in-class assessments Additionally, the HPLS Administration and Faculty make extensive use of curriculum mapping to ensure that all standards are addressed without redundant overlap. Utilizing teacher input—including lesson plans, syllabi, and documentation of differentiated instruction—the curriculum coach creates, analyzes and regularly evaluates a consistent curriculum map for core content areas. Finally, the Curriculum Committee meets bi-monthly to evaluate gaps and modifies and adjusts curriculum to ensure maximum coverage.	X. POs for purchase of curriculum
Adopting/Revising Curriculum	
3. What is the HPLS Administration and Faculty's process for adopting or revising curriculum based on its evaluation processes?	
Answer (suggested word count is 400 words): The process for adopting and/or revising curriculum is multi-stepped. First, the Performance Management Plan Team (PMPT) meets monthly to	List documents that serve as evidence of implementation of this process: I. HPLS PMP Team Meeting Notes II. HPLS Governing Board Minutes

evaluate the curriculum, ensuring alignment with ACCR. In the event that alignment is needed, the PMP Team determines and acquires necessary instructional materials—most recently, in 2013 Pearson "Common Core" (aka ACCR) textbooks/curriculum—to ensure that classroom curricula is aligned with ACCR. Once ACCR-aligned instructional materials are approved, the curriculum change goes before the HPLS Charter Board—who motion the final approval. The PMP meets at monthly meetings, then the administration meets with the Curriculum Coach and reviews the data from the teacher observations and feedback and the students assessments on a weekly basis informally to discuss data and student achievement	III. Student BASI data IV. Student Pearson results V. Student AIMS results
4. Who is involved in the process for adopting or revising curriculum?	
Answer (suggested word count is 400 words): Multiple parties are involved in the adoption and/or revising curriculum? • PMP Team members • HPLS Governing Board • Administrators • Curriculum Coach • Teachers • Para-professionals • Parents • Student feedback (informal) • Professional Development presenters	List documents that serve as evidence of implementation of this process: I. HPLS PMP Team Meeting Notes II. HPLS Governing Board Minutes III. Lesson plans (with changes) IV. Course syllabi V. Arizona state-led professional development sessions addressing alignment of ACCR to the curriculum
5. When adopting curriculum, how does the HPLS Administration and Faculty evaluate curriculum options to determine which curriculum to adopt?	
Answer (suggested word count is 400 words): First, PMP team generates a list of publishers/instructional materials that are rigorous and fully aligned to ACCR standards. Once the PMP Team acquires samples of curricular options, the committee reviews the materials for effectiveness. With teacher, administrator, and/or	List documents that serve as evidence of implementation of this process: I. PMP Team Notes II. Emails among staff III. Summer school Course syllabi IV. Summer School letter to Parents V. Sumer School colander VI. Summer school attendance report

other stakeholder input, the materials are either adopted or rejected. For example, at the end of 2013 the PMP met weekly to discuss the AIMS scores and student achievement. They decided to immediately address the math and reading programs with remedial curriculum to assist students in areas where they lacked foundational skills. The team agreed on using the "Rewards Reading Program" and "Inside Math" after reviewing the options and materials that were on the list of options. The decision was based on presentation from the publisher, but also on the fact that teachers had used these materials at other schools and had found them to be successful at raining student achievement. The PMP, administration and faculty planned and set up summer school requiring all incoming 9th graders and 10th grades to attend summer school and enroll in Foundation Reading and foundational math classed. They also required student in 9th and 10th grade continue the program during the school year, and required all students who had not passed AIMS in Reading or Math to enroll in the Foundational courses, as well.	VII. Summer school flyer VIII. Bell schedule IX. Teacher attestation forms
Implementing Curriculum	
6. What is the HPLS Administration and Faculty's process for ensuring consistent implementation of the curriculum across the school(s) operated by the HPLS Administration and Faculty?	
Answer (suggested word count is 400 words): The Curriculum Coach monitors for consistent implementation of the curriculum in the following ways: • Analysis of teachers' biweekly lesson plans • Formal classroom observations • Informal classroom observations (walk-through) Additionally, Professional development workshops address the issue of curriculum consistency. Informal coaching on the part of the administrator(s). Moreover, the bell schedule was adjusted from a	List documents that serve as evidence of implementation of this process: I. Lesson plans II. Professional Development agendas III. Professional Development Sign in sheets IV. Observation forms V. 2013 and 2014 School Master schedules

block schedule to traditional schedule for the 2013-2014 school years. This change allowed teachers to deliver core subject instruction daily (rather than every other day). Finally, summer school was added to address needs of math and reading remediation.	
7. What tools exist that identify what must be taught and when it must be delivered? How does the HPLS Administration and Faculty ensure that all grade-level standards are covered within the academic year?	
Answer (suggested word count is 400 words): The first and foremost tool the HPLS Administration and Faculty utilize to identify when/what must be taught are the Arizona Career and College-ready Standards themselves. From this foundation, the HPLS Administration and Faculty works with teachers and ACCR-aligned curricula (in the current case, Pearson "Common Core" textbooks). Through careful syllabi planning, after-school tutoring for students who need extra help, and differentiated in-class instruction, the HPLS Administration and Faculty ensures that all grade-level standards are covered in each course. Summer school has been a tool for identifying what must be taught and when it should best be delivered. By exposing students to reading and math curricula over the course of several weeks during the summer, teachers can identify gaps in student knowledge and adjust their school-year curriculum accordingly. A further way has been through the Arizona State Tutoring Program, which provides small-group support for reading and writing throughout the day. Using and implementing the Arizona Career and the aforementioned are tools are consistently tools identified tools used to ensure standard are taught and covered and met during the academic	List documents that serve as evidence of implementation of this process: I. Course syllabi II. Lesson plans III. After-school Tutoring sign-in sheets IV. Tutoring syllabi V. Examples of differentiated instruction VI. Formal teacher evaluations VII. State Tutoring Student Sign-in Sheet VIII. State Tutoring Website Log-in IX. State Tutoring Website Parental Consent Forms X. Tutoring Attestation Forms XI. Student BASI data XII. Student Pearson results XIII. Student AIMS results

school year. But benchmark testing scores and standardized testing scores are essential components when deciding what curriculum needs to be taught, the use of differentiated instruction for each student and each subgroup. These tools drive the pace of instruction; the teaching strategies used in the class, the implementation of standards and ensure all standards are mastered during the school year by students resulting in increased student achievement.	
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
Answer (suggested word count is 400 words): The clear expectation is that teachers will always have their lessons aligned to grade-level-appropriate ACCR standards. This expectation is communicated via: • Email reminders for biweekly lesson plans • Professional development workshops • Frequent administrator classroom visits • Regular staff meetings • One-on-one coaching between administrator and teacher (when necessary) • Documentation of failure to use tools (when necessary) Furthermore, after receiving benchmark testing scores and standardized testing scores, teachers meet with their advisee students and go over the results: and • Meetings with students to discuss their testing scores • Advisory meetings with students to discuss graduation progress • Meetings with students to discuss current grades • Teachers meet with parent s to discuss students progress • Four Academic Conferences a year, two at our school, two on the Tohono O'odham Nation The expectation of these meetings and keeping students informed and engaging the family and community of the progress of the school is to	List documents that serve as evidence of implementation of this process: I. Emails II. Classroom observation forms III. Staff Meeting sign-in sheets and Notes IV. Coaching Attestation Form V. Formal teacher evaluations VI. Teacher advisory binders VII. Academic Conference sign in sheets VIII. Student report card IX. Student benchmark test scores X. Student AIMS scores

encourage students to increase their participation in the classroom. It is also an effort to engage parents and involve them in their student's education and help provide support from both home and the school to help students be more successful academically.	
9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
Answer (suggested word count is 400 words): There is multiple evidence of the usage of these tools in the classroom: • Pearson textbooks in every classroom • Biweekly lesson plans aligned to ACCR • Formal classroom visits • Informal classroom visits • ACCR-aligned objectives observable in classrooms • Growth in Pearson benchmark/post-tests • Growth in AIMS scores	List documents that serve as evidence of implementation of this process: I. Lesson plans II. Course Syllabi III. Classroom observation forms IV. Pearson Benchmark Testing Reports V. AIMS Scores VI. Formal teacher evaluations
Alignment of Curriculum	
10. How does the HPLS Administration and Faculty know the curriculum is aligned to standards?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty knows the curriculum is aligned to the standards because the following is easily observable: • Pearson textbooks in every classroom • Biweekly lesson plans aligned to ACCR • Formal classroom visits • Informal classroom visits • ACCR-aligned objectives observable in classrooms • Growth in Pearson benchmark/post-tests • Growth in BASI scores • Growth in AIMS scores	List documents that serve as evidence of implementation of this process: I. Pearson textbooks II. Lesson Plans III. Course Syllabi IV. Classroom observation forms V. Pearson Benchmark Testing Reports VI. BASI score reports VII. AIMS scores VIII. Formal teacher evaluations
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
11. How has the HPLS Administration and Faculty ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty has ensured that the curriculum addresses the needs of	List documents that serve as evidence of implementation of this process: I. Lesson plans

students of low proficiency by: • Incorporating a Reading Foundations course • Incorporating a Math Foundations course • Providing after-school tutoring • Adopting Laurus Math to increase student achievement • Adopting Inside Math to increase student achievement • Adopting Reading Rewards program • Participating in multi-day Response to Intervention professional developments • Implementing AIMS Buckle Down for low-achieving students • Incorporating exceptional education aides for support in classrooms • Utilizing various forms of differentiated instruction • Utilizing response to intervention techniques • Adopting a rigorous summer school program	II. RTI professional development sign-in sheets/certificates III. Laurus Math student activity report (online) IV. Student course grades V. AIMS scores VI. BASI scores VII. Pearson Benchmark Tests VIII. Governing Board Minutes IX. Summer School Attendance Reports X. Summer School schedule XI. Summer School Syllabi
12. How has the HPLS Administration and Faculty ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty has curriculum in place for students who are non-English speakers that is in full compliance with state and federal laws. All English language learners at the school are AZELLA-tested. Based on their scores, ELL students are classified as pre-emergent, emergent, basic, etc. Student ILLPs are created for each ELL student, along with Attachments A and B. Only qualified AZELLA test administrators administer the test. Student ILLP's are monitored and modified on a regular basis to ensure ELL students make progress toward English language proficiency and in the curriculum.	List documents that serve as evidence of implementation of this process: I. SEI Certificates (provisional/standard) II. AZELLA scores (where applicable) III. Home Language Survey Form (where applicable) IV. Individual Language Learner Plan applicable) V. Attachment A and Attachment B (where applicable) VI. Evidence of ELL differentiated instruction for mainstream classroom (where applicable) VII. Student ILLP's

13. How has the HPLS Administration and Faculty ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): Students who qualify for free/reduced lunch have additional challenges in their academic lives. Since HPLS is approximately 80% free/reduced lunch on paper as that is how many students have turned in the forms, but the probability is the number is closer to 95% are eligible for Free and reduced lunch, it must meet the needs of this difficult-to-serve population. The HPLS Administration and Faculty addressed the needs of its students in the following ways: • School provides no/low-cost meals to ensure all students are well-fed as required by federal law • Staff makes consistent efforts to request students and parents fill out free and reduced lunch forms so we can provide lunches for all students who qualify for this program • Teachers differentiate instruction and use RTI techniques for students whose diets interfered with their abilities to concentrate/retain information • School implements policy/procedures for healthy food in the vending machines • Some teachers provide opportunities for students to earn healthy snacks through in-class participation • During the 21st Century after school program a snack is provided for students who choose to stay for afterschool programs •	List documents that serve as evidence of implementation of this process: I. Lesson plans II. Examples of differentiated instruction III. Budget reports of free/reduced lunch usage IV. Free and reduced Lunch Forms V. Documentation of meeting federal standards for lunch quality
14. How has the HPLS Administration and Faculty ensured that the curriculum addresses the needs of students with disabilities?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty complies fully with state and federal guidelines regarding students with disabilities. More specifically, an appropriate curriculum for students with disabilities is ensured via:	List documents that serve as evidence of implementation of this process: I. Student IEPs II. Section 504 plans III. 45-day Screenings IV. Staff Meeting Sign-in Sheets

• contracted School Psychologist consultant who monitors compliance with IDEA • a full-time highly-qualified special education teacher • 2 highly qualified special education paraprofessionals • Regular consultation between sped and gen ed staff to ensure disabled students are making progress in the curriculum • 45-day screenings for newly enrolled students • Teacher Input Forms for MET/IEP meetings • IEPs meetings in accordance with IDEA • Section 504 plans developed and monitored for qualified students • Scaffolding, differentiated instruction, RTI, reteach, modification of lessons/assignments provided to qualified sped and 504 students as well as underperforming non-disabled students • Incorporation of supplemental teaching materials to improve academic skills for qualified disabled and underperforming non-disabled students • Pull-outs and push-in service delivery model • Remedial math and reading classes for all 9th and 10th grade students and students who have not passed the AIMS test. • Progress monitoring (BASI, etc.)	V. Teacher Input Forms for MET/IEP meetings VI. SPED meeting notes VII. Corresponding emails VIII. Lesson plans documenting differentiated instruction for disabled students IX. BASI progress monitoring test results X. Examples of modified assignments/assessments

Area III: Assessment

Assessment System	
1. What types of assessments does the HPLS Administration and Faculty use?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty uses a variety of scintillating assessments including: • BASI benchmark testing • Pearson Benchmark Tests • AIMS Reading • AIMS Writing • AIMS Mathematics • AIMS Science • Stanford 10 • Pearson-generated and teacher-generated unit assessments • AZELLA test results • Laurus Math • Inside Math Assessment • Reading Rewards Assessments • Novelstars Online Assessments • Ongoing, formative, in-class assessments • Daily quizzes • Short answer quizzes • Bellwork assessments • Research papers • Essay tests • Powerpoint projects • Poster assessments • Oral presentation assessments • Project-based assessments • Kinesthetic assessments • Musical assessments • Cultural assessments • Speaking and listening assessments • Tohono O'odham language assessments • Informal assessments involving Native American elders • Basket-weaving assessments	List documents that serve as evidence of implementation of this process: I. AIMS Test Results II. BASI Test Results III. AIMS scores IV. Stanford 10 scores V. Pearson Benchmark tests VI. Pearson chapter tests VII. Teacher-generated tests VIII. Laurus Math online tests IX. Inside Math assessments X. Reading Rewards assessments XI. Examples of daily in-class assessments (short quizzes, bellwork, etc.) XII. Examples of cultural assessments XIII. AZELLA test results XIV. Rewards Reading Test results
2. What was the process for designing or selecting the assessment system?	
Answer (suggested word count is 400 words): Prior to 2012, there was no benchmark testing in	List documents that serve as evidence of implementation of this process:

place. The PMP Team created a plan to implement benchmark testing to better track student progress in the curriculum. The PMP Team analyzed progress monitoring measures and adopted the BASI as their measure for SY2012-2013. In 2013, the PMP Team reviewed the BASI progress monitoring test results from 2012 and determined that Pearson benchmark testing provided a better indicator of student progress in the curriculum as it was aligned to ACCR (or Arizona State Standards). Therefore, in 2013-2014, Pearson Benchmark testing was adopted as a more valid measure of ACCR-aligned student achievement. BASI benchmark testing was continued as this measure was identified in the PMP plan adopted by HPLS.	I. PMP Team Notes II. BASI benchmark test results III. Pearson benchmark test results
3. How is the assessment system aligned to the curriculum and instructional methodology?	
Answer (suggested word count is 400 words): Adoption of the ACCR themselves drive the content of HPLS core subject standards. The instructional methodology adopted is designed to meet the needs of our diverse student population and provide multimedia, hands-on learning opportunities for all students. Pearson Benchmarks are directly aligned to ACCR. Laurus Math is directly aligned to Arizona State Standards, which are directly aligned to AIMS. The Pearson textbooks/online resources used in all core classes, from which daily formative assessments are generated, are also aligned to ACCR. The texts provide suggestions and additional resources for adapting lessons and presentations for diverse learners including ELL and disabled students. HPLS Administration and faculty regularly meet to discuss the curriculum, pacing and progress of all students as well as support the development and	List documents that serve as evidence of implementation of this process: I. BASI benchmark testing II. Pearson benchmark testing III. Lesson plans IV. Laurus Math reports V. Pearson textbooks VI. ACCR Standards VII. Arizona State Standards VIII. Professional Development notes and sign in sheets IX. Classroom observation forms

effectiveness of faculty instruction. The Curriculum Coach in particular, works individually with faculty to increase instructional effectiveness. With the exception of certain aspects of the cultural component of HPLS mission, all of the assessments—large and small, formative and summative—are driven by ACCR (and/or Arizona State Standards, depending on cohort). Put another way, teachers use "smaller" ACCR-aligned assessments (Pearson section quizzes, chapter tests, unit tests, etc.) as building blocks for preparation of larger ACCR/Arizona State Standards-aligned assessments (AIMS, etc.). Additionally, ACCR has fewer standards that "go deeper," so classroom methodology, and subsequently the assessment that follow, also reflect the additional "critical thinking" that ACCR invokes.	
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?	
Answer (suggested word count is 400 words): Formative assessments are used daily in the classroom. Chapter testing is conducted at the end of each chapter. BASI Benchmark Testing was administered 3 times a year in 2012/2013 and 20132014—beginning of the year, midyear and at the end of the year. As we were not happy with the outcome of the result of the 2012/2013 scores or the use of BASI in 2012/2013, we decided to use and additional benchmark test. As we were using Pearson as our text, we chose as an administration and faculty, to use Pearson's benchmarks tests as an additional instrument to gather more data to determine student growth in reading math and writing. Pearson we tested five times during the 2013 2014 school year. We did Baseline pre-test, 1st quarter, 2nd quarter, 3rd quarter, 4th quarter and post test.	List documents that serve as evidence of implementation of this process: I. Teacher grade books II. Examples of formative assessments III. Examples of chapter tests IV. AIMS test dates schedule and results V. Stanford 10 test date schedule and results VI. BASI progress monitoring test date schedule and results VII. Pearson progress monitoring test date schedule and results

AIMS testing is admonished in the Fall to 11th and 12th graders who haven't passed in the areas of Math, Reading or Writing. We administer AIMs Reading, Writing and Math in the Spring to all 10th graders, to 11th and 12th graders who haven't passed in the areas of Math, Reading or Writing. Stanford 10 is administered to 9th graders in the Spring. And finally we have the option to administer AIMs Science to 9th or 10th graders in the spring.	
Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty's assessment system provides for extensive analysis of the assessment data, which is then used to drive instruction. Daily bellwork/quizzes/oral assessments are available for immediate analysis and help lay the foundation for further ACCR alignment. BASI Benchmark Testing is administered 3 times a year—at the beginning of the year, midyear and at the end of the year. Pearson was administered five times in 2013/2014 We did Baseline pre-test , 1st quarter, 2nd quarter, 3rd quarter, 4th quarter and post test. BASI and Pearson results are available for immediate analysis. AIMS testing is administered in the Fall to 11th and 12th graders who haven't passed in the areas of Math, Reading or Writing. We administer AIMs Reading, Writing and Math in the Spring to all 10th graders, to 11th and 12th graders who haven't passed in the areas of Math, Reading or Writing. Stanford 10 is administered to 9th graders in the Spring. And finally we have the option to administer AIMs Science to 9th or 10th graders in the spring. AIMS testing is given twice per year with a roughly six-week turnaround. Because the AIMS is a "high stakes," this assessment data is privileged and analyzed (by teachers and administrators) at length. Stanford 10 data (for our ninth graders) is also analyzed yearly or more by teachers and administrators.	List documents that serve as evidence of implementation of this process: I. AIMS Scores Analysis Sheet II. Staff Meeting Notes III. BASI Data Analysis Report IV. Pearson Data Analysis Reports

6. How is the analysis used to evaluate instructional and curricular effectiveness?	
Answer (suggested word count is 400 words): The assessment analysis is obviously used directly to evaluate instructional and curricular effectiveness. Because our progress monitoring of specific strands, we are able to isolate specific standards/objectives in need of curricular revisit.	List documents that serve as evidence of implementation of this process: I. BASI benchmark testing results (individual and school-wide) II. Pearson benchmark testing results III. Walk-through observation form IV. Coaching conversation meeting notes V. Email correspondence
7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
Answer (suggested word count is 400 words): As soon as analysis is available and evaluation is completed, adjustments are made. For formative, in-class daily assessments, the turn-around time is immediate, as teachers adjust their curriculum/instruction in time for the next lesson. For benchmark testing, assessment analysis/evaluation is usually around two weeks (for hard copy tests). For AIMS, analysis and curriculum adjustment can come just days after we receive the scores. The school adheres to the philosophy that the sooner we analyze the assessment data, the more time we will have to prepare for the next assessment.	List documents that serve as evidence of implementation of this process: I. Staff meeting notes II. AIMS scores reports III. BASI benchmark test reports IV. Pearson benchmark test reports
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?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty routinely and consistently utilizes various accommodations when assessing non-proficient students and students with proficiency in the bottom 25%. Potential accommodations include: • Testing in a separate location • Preferential seating • Magnification/amplification equipment • Repeating/clarifying instructions • More breaks and/or several shorter sessions	List documents that serve as evidence of implementation of this process: I. IEPs II. 504 plans III. Lesson plans with evidence of differentiated instruction IV. Samples of modified tests V. Staff meeting notes VI. Sped meeting notes VII. Professional Development agenda and sign in sheets

• Small group administration and/or one-on-one testing • Simplify test item language • Text-to-speech technology • Extended or untimed timed testing • Alternate, project-based assessment HPLS Administration and Faculty regularly meet to discuss effective instruction strategies and brainstorm accommodations/medications to meet the needs of disabled and underperforming students as a means of improving student learning outcomes. The Curriculum Coach and Sped staff regularly meet with staff to monitor the progress of disabled and underperforming students and discuss additional accommodations/modifications that are needed to support student growth.	VIII. Curriculum Coach meeting notes
9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty routinely and consistently utilizes various accommodations when assessing ELL students. Potential accommodations include: • Simplify language and directions in English • Read aloud test items in English • Provide a word-for-word published paper translation dictionary • Exact oral translation of directions as needed upon student request • Small group or one on one testing • Extended time • Repeat/clarify instructions	List documents that serve as evidence of implementation of this process: I. AZELLA test results II. Student ILLPs and progress reports III. Attachments A and B IV. Samples of modified assessments
10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty routinely and consistently utilizes various accommodations when assessing Free and Reduced Lunch students (which is our entire student body). Potential accommodations include: • Testing in a separate location • Preferential seating	List documents that serve as evidence of implementation of this process: I. Samples of modified assessments

• Magnification/amplification equipment • Repeating/clarifying instructions • More breaks and/or several shorter sessions • Small group administration and/or one-on-one testing • Simplify test item language • Text-to-speech technology • Allowing more time for completion • Alternate, project-based assessment • Extended and untimed testing • Healthy snacks provided on test days	
11. How is the assessment system adapted to meet the assessment needs of students with disabilities?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty routinely and consistently utilizes various accommodations when assessing students with disabilities. Potential accommodations include: • Testing in a separate location • Preferential seating • Magnification/amplification equipment • Repeating/clarifying instructions • More breaks and/or several shorter sessions • Small group administration and/or one-on-one testing • Simplify test item language • Text-to-speech technology • Allowing more time for completion • Alternate, project-based assessment • Assistive technology provided as needed and/or appropriate such as dictionary, spellchecker, calculator, word processor	List documents that serve as evidence of implementation of this process: I. IEPs II. 504 plans III. Samples of differentiated assessments IV. Teacher Input Forms V. Staff meeting notes VI. Sped meeting notes

Area IV: Monitoring Instruction

Monitoring the Integration of Standards	
1. What is the HPLS Administration and Faculty's process for monitoring the integration of standards into classroom instruction? How does the HPLS Administration and Faculty monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:

The HPLS Administration and Faculty has a process for consistently monitoring the integration of standards into classroom instruction. The curriculum coach attended 60+ hours of Cognitive Coaching Training—to enhance teachers' intellectual growth, strengthen instructional decision-making, and subsequently increase instructional alignment, conducts daily formal/informal classroom walk-throughs. The administrators also conduct routine formal/informal classroom observations to check for standards integration. Teachers undergo extensive professional development on maintaining a standards-based classroom. Additionally, assessment analysis provides an excellent avenue for monitoring ACCRS-alignment, as it highlights the areas not appropriately aligned. The Curriculum Coach works with individual teachers to support the development of effective teaching strategies and monitor student progress. Teachers regularly meet by cohort and content area to discuss effective teaching strategies, curriculum modifications and strategies to increase student performance.	I. Walk-through observation forms II. Email correspondence III. Formal observations IV. Assessment feedback V. Professional development notes VI. Curriculum Coach meeting notes VII. Teacher meeting notes
2. How does the HPLS Administration and Faculty monitor the effectiveness of standards-based instruction throughout the year?	
Answer (suggested word count is 400 words): The HPLS Administration and Curriculum Coach conduct routine formal/informal classroom observations to check for standards integration. Teachers undergo extensive professional development on maintaining a standards-based classroom. Additionally, assessment analysis provides an excellent avenue for monitoring ACCRS-alignment, as it highlights the areas not appropriately aligned. The HPLS Administration and Faculty has a process for consistently monitoring the integration of standards into classroom instruction. The Curriculum Coach attended 60+ hours of Cognitive Coaching Training—to enhance teachers' intellectual growth, strengthen instructional decision-making, and subsequently increase instructional alignment,	List documents that serve as evidence of implementation of this process: I. Walk-through observation forms II. Email correspondence III. Formal observations IV. Assessment feedback V. Professional development notes VI. Teacher improvement plans

conducts daily formal/informal classroom walk-throughs. The HPLS Administration and Curriculum Coach develop specific goals to increase the instructional effectiveness of staff with the goal of increasing student learning outcomes.	
Evaluating Instructional Practices	
3. What is the HPLS Administration and Faculty's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty has a process for evaluating instructional practices that is consistent with the Arizona Framework for Evaluating Educator Effectiveness, as published by Arizona State Department of Education. The evaluation process consists of a pre-observation conference between teacher and evaluator, a formal, scheduled observation, and a post-observation conference discussion to review and discuss observation results. Administrators consistently evaluate teachers according to four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. For planning and preparation, administrators look for a) demonstration of knowledge of content and pedagogy, b) demonstration of knowledge of students, c) setting instructional outcomes, d) demonstrating knowledge of resources, e) designing coherent instruction, and f) designing student assessment. For classroom environment, administrators look for: a) creating an environment of respect and rapport, b) establishing a culture for learning, c) managing classroom procedures, d) managing student behavior, and e) organizing physical space. For instruction, administrators look for: a) communication with students, b) using questioning and discussion techniques, c) engaging	List documents that serve as evidence of implementation of this process: I. 2013-2104 HPLS Teacher Evaluation Instrument II. Arizona Framework for Evaluating Educator Effectiveness Fact Sheet III. Teacher improvement plans

students in rigorous learning, d) using assessment in instruction, and e) demonstrating flexibility and responsiveness to diverse needs. For professional responsibilities, administrators look for: a) reflecting on professional practices, b) maintaining accurate records, c) communicating with families, d) participating in a professional community, and e) growing and developing professionally, and f) demonstrating professionalism. HPLS Administration work with individual teachers to develop specifically designed plans to improve instructional effectiveness with the goal of improving student learning outcomes.	
4. How does this process identify individual strengths, weaknesses, and needs?	
Answer (suggested word count is 400 words): This process identifies individual strengths, weakness, and needs in a routinely consistent way. The evaluation process as described in the previous question allows administrators to systematically ascertain the strengths, weaknesses and needs of individual teachers based on a scored rubric and observation feedback, the details of which are reviewed and discussed in the post-observation conference discussion. Teacher weaknesses and needs are identified, and the evaluator coaches the teacher through range of instructional strategies though the development of individualized teacher improvement plans. This two-person team creates a comprehensive action-step list of practices that will efficaciously address the observable weaknesses and needs.	List documents that serve as evidence of implementation of this process: I. 2013 – 2014 HPLS Teacher Evaluation Instrument II. Pre- and Post-Evaluation conference meeting notes III. Teacher observation forms IV. Teacher improvement plans
Providing Analysis and Feedback to Further Develop Instructional Quality	
5. How does the HPLS Administration and Faculty provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	
Answer (suggested word count is 400 words): This process provides feedback on individual strengths, weakness, and needs in a routinely consistent way. Once teacher weaknesses and needs are identified, and the evaluator coaches the teacher through range of instructional strategies. This two-person team creates a	List documents that serve as evidence of implementation of this process: I. I. 2013 – 2014 HPLS Teacher Evaluation Instrument II. Pre- and Post-Evaluation conference meeting notes III. Teacher observation forms

comprehensive action-step list of practices that will efficaciously address the observable weaknesses and needs. This list is incorporated in an individualized teacher improvement plan which is monitored and revised on a regular basis by HPLS Administration. Following the post-observation conference, the evaluator routinely and consistently visits the teacher to continue the evaluation process by informal observation, and conducts informal conversations about the extent to which the teacher is addressing his/her weaknesses and needs, and provides encouragement along the way toward mastery of instructional strategies.	IV. Teacher improvement plans
6. How does the HPLS Administration and Faculty analyze this information? What does the data about quality of instruction tell the HPLS Administration and Faculty? What has the HPLS Administration and Faculty done in response?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty compares data received during formal evaluations with growth and student progress as demonstrated by AIMS scores, Pearson Benchmark Score Reports, and BASI Score Reports. Student growth is closely correlated with teacher growth as shown by graph comparisons, and it will be readily observable if students and teachers are not growing together, since quality of instruction is directly correlated with data about growth and student achievement. In 2013 the HPLS Administration and Faculty applied for and received an ADE School FOCUS grant and a Special Education Math FOCUS grant provided by Pima County Regional Support Center with the purpose of providing consistent, high quality professional development that would result in implementing a more efficient and rigorous curriculum across all subject areas, in turn resulting in demonstrable increases in student achievement.	List documents that serve as evidence of implementation of this process: I. Professional development sign in sheets II. Professional development agendas III. FOCUS grant purchase orders IV. Scope of work for Pima Country Regional Support Center FOCUS grant V. Scope of work for ADE School FOCUS grant VI. Completed Highly Qualified Teacher attestations
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
7. How does the HPLS Administration and Faculty monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of

The HPLS Administration and Faculty monitors instruction to ensure it is meeting the needs of the bottom 25% students in many vital ways: • Curriculum Coach and HPLS Administration utilize cognitive coaching while monitoring the Response to Intervention program • Curriculum Coach and HPLS Administration reviews lesson plans for differentiation • Administrative walk-throughs monitor for differentiation • Informal student feedback (teacher checks for understanding) • HPLS Administration and Faculty requires documentation of differentiation, after-school tutoring, Arizona State Tutoring, and Summer School attendance	implementation of this process: I. Lesson plans with evidence of instructional differentiation II. Walk-through observation forms III. Completed student work IV. State Tutoring Forms V. Summer School Attendance Forms VI. 21st Century Annual Report
8. How does the HPLS Administration and Faculty monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Where applicable, the HPLS Administration and Faculty monitors instruction to ensure it is meeting the needs of English Language Learners in many vital ways: • Walk-throughs that look for purposeful grouping, differentiated instruction, simplified, clear instructions, scaffolding, extended discussion, paired practice, think-pair-share, and other ELL teaching strategies • Observations to ensure staff are incorporating ELL standards in lesson plans and instruction • Observations that look for teachers encouraging linguistic differences • Administrator assurance that AZELLA and ILLPs are being adhered to	List documents that serve as evidence of implementation of this process: Where applicable: I. AZELLA II. ILLPs III. Lesson plans with evidence of differentiated instruction and ELL standards IV. Walk-through observation forms V. Formal teacher evaluations VI. Email correspondence
9. How does the HPLS Administration and Faculty monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty monitors instruction to ensure it is meeting the needs of FRL students in many vital ways:	List documents that serve as evidence of implementation of this process: I. Lesson plans with evidence of differentiated instruction

• Curriculum Coach and administrators utilize cognitive coaching while monitoring the Response to Intervention program • Curriculum Coach reviews lesson plans for differentiation • Administrative walk-throughs monitor for differentiation • Informal student feedback (teacher checks for understanding) • HPLS Administration and Faculty requires documentation of differentiation, after-school tutoring, Arizona State Tutoring, and Summer School attendance • Provision of nutritious meals, beverages and snacks to students	II. Walk-through observation forms III. Completed student work IV. State Tutoring Forms V. Summer School Attendance Forms VI. 21st Century Annual Report VII. Meal plans
10. How does the HPLS Administration and Faculty monitor instruction to ensure it is meeting the needs of students with disabilities?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty monitors instruction to ensure it is meeting the needs of students with disabilities in many vital ways: • Curriculum Coach and administrators utilize cognitive coaching while monitoring the Response to Intervention program • Curriculum Coach reviews lesson plans for differentiation • Administrative walk-throughs monitor for differentiation • Informal student feedback (teacher checks for understanding) • IEPs are regularly updated • HPLS Administration and Faculty monitors for 45-day screenings • School psychologist monitors instruction • 504s are monitored by administration HPLS Administration and Faculty requires documentation of differentiation, after-school tutoring, Arizona State Tutoring, and Summer School attendance	List documents that serve as evidence of implementation of this process I. Signature of all required faculty and Administration on IEPs and 504 plans II. Email correspondence/ meeting notes III. Completed student work IV. Teacher Input Forms V. Teacher observation forms

Area V: Professional Development

Professional Development System
1. What is the HPLS Administration and Faculty's professional development plan?

Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
Our professional development plan is incorporates the tools/strategies our teachers need to create a standards based classroom utilizing ACCR standards. A needs assessment was created to determine the resources needed to improve student learning outcomes. The effectiveness of our professional development program, however, really lies in applying the content of the program to classroom practice, ensuring a positive effect on student learning. The PD plan for SY2012-13 focused on improving teacher effectiveness, differentiated instruction, use of RTI strategies to drive instructional decisions, understanding ACCR's and understanding the Pearson standards based curriculum. To this end, HPLS applied for and obtained grants to contract with Pearson Publishers and the Pima County Regional Resource Center to provide a series of on-site workshops to provide the needed instruction. Follow-up observations by the administrative team and Curriculum Coach are essential to our plan to provide feedback to teachers on instructional practices learned in the PD sessions. Our professional development and quality assessments support a targeted, information-driven instructional approach to individual progress and learning. More specifically, our professional development plan covered topics including but not limited to: • Using Data to Plan Scaffolded Instruction • Integrating the 8 Math Practices • Teacher Collaboration: AIMS Study Skills • Formative Assessment Development • Data-driven Dialogue • Differentiated Instruction • Critical Features of a Standards-Based Classroom • Math Common Core Training • Formative Assessment and Data Walls • Align Arizona Standards, CCR Competencies, and Tasks	I. PD sign in sheets II. PD agendas III. PD materials IV. PD calendar V. PMP Team meeting notes VI. Observation notes VII. PD Scope of work provided by PD provider VIII. PD contracts with Pearson Publishing and Pima County Regional Resource Center IX. PD evaluation sheets

2. How was the professional development plan developed?	
Answer (suggested word count is 400 words): Prior to developing the professional development plan, a FOCUS grant was secured, and the PMP Team met several times to discuss options for teacher professional development. Next, both Pearson and the Pima County Regional Resource Center visited classrooms and conducted a needs assessment. Both provided a scope of work and generated a professional development plan in collaboration with the leadership team. Finally, a professional development calendar was finalized, and professional development was delivered throughout the school year and extending into June 2014.	List documents that serve as evidence of implementation of this process: I. PD sign in sheets II. PD agendas III. PD materials IV. PD calendar V. PMP Team meeting notes VI. PD Scope of work provided by PD provider VII. PD evaluation sheets
3. How is the professional development plan aligned with instructional staff learning needs?	
Answer (suggested word count is 400 words): Prior to adopting professional development, both Pearson and Pima County Regional Resource Center visited the campus, conducted walk-throughs, and assessed our instructional staff learning needs. Once our needs were assessed, both organizations ranked the needs and created professional development based on those needs. As the professional development progressed, the PD team solicited teacher input and adjusted professional development meetings accordingly.	List documents that serve as evidence of implementation of this process: I. PD sign in sheets VIII. PD agendas IX. PD materials X. PD calendar XI. PMP Team meeting notes XII. PD Scope of work provided by PD provider XIII. Staff meeting notes XIV. PD evaluation forms
4. How does this professional development plan address areas of high importance?	
Answer (suggested word count is 400 words): This professional development plan addresses areas of high importance in several effective ways. First, reading and math were targeted as subjects of high importance. Beyond that, the professional development presenters addressed issues of student engagement, attendance, reading and	List documents that serve as evidence of implementation of this process: I. PD sign in sheets II. PD agendas III. PD materials IV. PD calendar V. PMP Team meeting notes

math across the curriculum, formative assessment, using data walls to drive instruction, and differentiating instruction, all of which addressed areas that are crucial for school success.	VI. PD Scope of work provided by PD provider VII. Staff meeting notes VIII. PD evaluation forms
Supporting High Quality Implementation	
5. How does the HPLS Administration and Faculty support high quality implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty supports high quality implementation of the strategies learned in professional development sessions in many ways: • Formal/information observations • Colleague collaborations • Cognitive coaching • Cultivating accountable talk • Encouraging teachers to implement new strategies and stretch their practice • Providing support for teachers who design and implement new lessons based on knowledge they acquired from high-importance professional development.	List documents that serve as evidence of implementation of this process: I. PD sign in sheets II. PD agendas III. PD materials IV. PD calendar V. PMP Team meeting notes VI. PD Scope of work provided by PD provider VII. PD evaluation forms VIII. Staff meeting notes IX. Walk-through observation forms X. Email correspondence
6. How does the HPLS Administration and Faculty provide the resources that are necessary for high quality implementation?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty provides an array of resources necessary for a high quality implementation, including: • Contracts with professional presenters qualified in desired content areas PD Instructor availability for follow-up questions • PD binders • Supplemental books • Supplemental talking sticks • Supplemental Powerpoint presentations • Supplemental handouts	List documents that serve as evidence of implementation of this process: I. Contracts with Pima County Regional Resource Center and Pearson Publishing II. Email correspondence III. Binders IV. Handouts V. Phone records VI. Books VII. PD evaluation sheets

Monitoring Implementation	
7. How does the HPLS Administration and Faculty monitor the implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty monitors the implementation of strategies in many ways: • Formal/information observations • Colleague collaborations • Cognitive coaching • Cultivating accountable talk • Encouraging teachers to implement new strategies and stretch their practice • Providing feedback for teachers who design and implement new lessons based on knowledge they acquired from high-importance professional development.	List documents that serve as evidence of implementation of this process: I. Walk-through observation forms II. Formal/informal evaluations III. Email correspondence IV. PD Notes V. Staff meeting notes VI. PD evaluation sheets VII. Teacher improvement plans
8. How does the HPLS Administration and Faculty monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty monitors and follows up with instructional staff to support and develop implementation of the strategies learned in professional development in many ways: • Formal/information observations • Colleague collaborations • Cognitive coaching • Cultivating accountable talk • Encouraging teachers to implement new strategies and stretch their practice • Providing feedback for teachers who design and implement new lessons based on knowledge they acquired from high-importance professional development.	List documents that serve as evidence of implementation of this process: I. Walk-through observation forms II. Formal/informal evaluations III. Email correspondence IV. PD Notes V. Staff meeting notes VI. PD evaluation sheets VII. Teacher improvement plans
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?	
Answer (suggested word count is 400 words): The professional development plan ensures that instructional staff receives the type of	List documents that serve as evidence of implementation of this process: I. PD sign in sheets

development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students by presenting and monitoring for evidence of the following professional development meetings: • Using Data to Plan Scaffolded Instruction • Integrating the 8 Math Practices • Teacher Collaboration: AIMS Study Skills • Formative Assessment Development • Data-driven Dialogue • Differentiated Instruction • Critical Features of a Standards-Based Classroom • Math Common Core Training • Formative Assessment and Data Walls • Align Arizona Standards, CCR Competencies, and Tasks	II. PD agendas III. PD materials IV. PD calendar V. PMP Team meeting notes VI. PD Scope of work provided by PD provider VII. Staff meeting notes VIII. Walk-through observation forms IX. Email correspondence X. PD evaluation sheets XI. Teacher improvement plans
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)?	
Answer (suggested word count is 400 words): The professional development plan ensures that instructional staff receives the type of development required to meet the needs of English Language Learners by presenting and monitoring for evidence of the following professional development meetings: • Using Data to Plan Scaffolded Instruction • Integrating the 8 Math Practices • Teacher Collaboration: AIMS Study Skills • Formative Assessment Development • Differentiated Instruction • Math Common Core Training • Align Arizona Standards, CCR Competencies, and Tasks	List documents that serve as evidence of implementation of this process: I. PD sign in sheets II. PD agendas III. PD materials IV. PD calendar V. PMP Team meeting notes VI. PD Scope of work provided by PD provider VII. Staff meeting notes VIII. Walk-through observation forms IX. Email correspondence X. PD evaluation sheets XI. Teacher improvement plans
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?	
Answer (suggested word count is 400 words): The professional development plan ensures that instructional staff receives the type of	List documents that serve as evidence of implementation of this process: I. PD sign in sheets

development required to meet the needs of Free and Reduced Lunch students by presenting and monitoring for evidence of the following professional development meetings: • Critical Features of a Standards-Based Classroom • Math Common Core Training • Formative Assessment and Data Walls • Align Arizona Standards, CCR Competencies, and Tasks • Using Data to Plan Scaffolded Instruction • Integrating the 8 Math Practices • Teacher Collaboration: AIMS Study Skills • Formative Assessment Development • Data-driven Dialogue • Differentiated Instruction	II. PD agendas III. PD materials IV. PD calendar V. PMP team meeting notes VI. PD Scope of work provided by PD provider VII. Staff meeting notes VIII. Walk-through observation forms IX. Email correspondence X. PD evaluation sheets XI. Teacher improvement plans
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?	
Answer (suggested word count is 400 words): The professional development plan ensures that instructional staff receives the type of development required to meet the needs of students with disabilities by presenting and monitoring for evidence of the following professional development meetings: • Differentiated Instruction • Critical Features of a Standards-Based Classroom • Math Common Core Training • Using Data to Plan Scaffolded Instruction • Integrating the 8 Math Practices • Teacher Collaboration: AIMS Study Skills • Formative Assessment Development • Data-driven Dialogue • Formative Assessment and Data Walls • Align Arizona Standards, CCR Competencies, and Tasks	List documents that serve as evidence of implementation of this process: I. PD sign in sheets II. PD agendas III. PD materials IV. PD calendar V. PMP Team meeting notes VI. PD Scope of work provided by PD provider VII. Staff meeting notes VIII. Walk-through observation forms IX. Email correspondence X. IEPs XI. 504 plans XII. PD evaluation sheets XIII. Teacher improvement plans

Area VI: Graduation Rate (if applicable)

Ensuring Students in Grades 9-12 Graduate On Time	
1. How does the HPLS Administration and Faculty monitor and follow up on student progress toward completing courses to meet graduation requirements?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty monitors and follows up on student progress in many ways. • Student services coordinator monitors student progress and maintains graduation rate records via Powerschool • Teachers serve as advisors and meet with their advisees monthly to discuss student progress towards graduation • Advisors meet with advisees to update ECAP (Education and Career Action Plan) • Progress reports are issued biweekly to reflect student progress on a consistent basis • HPLS Administration and Faculty implements Student Connection • Teachers maintain communication with parents/guardians via quarterly academic parent-teacher conferences, phone calls/emails home, and cultural events inclusive of students' families • Teachers meet informally with students to discuss graduation progress via data gleaned from Powerschool • Novelstars is utilized to provide opportunities for credit recovery • College preparation classes are utilized to align high school classes with • After-school credit recovery courses were available for students not on track to graduate on time • Summer school/remediation courses are offered to help students	List documents that serve as evidence of implementation of this process: I. Progress reports II. Advisory Binders with completed ECAP forms III. Novelstars reports IV. Powerschool online data V. Attendance reports VI. Phone logs VII. College acceptance letters VIII. Lesson plans IX. College prep attendance reports X. Email correspondence XI. Sign-in sheets for after-school recovery classes XII. Summer school reports XIII. College portfolios XIV. College Essays
2. How does the HPLS Administration and Faculty identify students that are not successfully progressing through required courses?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of

The HPLS Administration and Faculty identifies students that are not successfully progressing through required courses by: • Core teachers conduct in-class, informal conferences with students who are either failing or in danger of failing • Teachers contact parents/guardians who are failing and/or in danger of failing • Progress are mailed home biweekly, providing consistent feedback to parents and students • Student services coordinator meets with students at risk of falling behind in their graduation progress • Teachers use Powerschool/administrative records to identify students who aren't successfully progressing through required courses	implementation of this process: I. Teacher grade books II. Powerschool records III. Phone logs IV. Progress reports V. Advisory Binders VI. ECAP reports VII. Graduation Progress reports
3. How does the HPLS Administration and Faculty provide additional academic supports to remediate academic problems for struggling students?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty has extensive academic supports in place to remediate academic problems, including: • Small class sizes • SPED paraprofessionals in many classes • Arizona State tutoring program in place • After-school tutoring program in place • Summer school remediation/credit recovery program in place • Novelstars credit recovery program in place • After-school credit recovery program in place • Laurus Math AIMS remediation class in place • Administrator-involved intervention program targets at-risk students. • Athletic director supports student success via eligibility protocol.	List documents that serve as evidence of implementation of this process: I. Progress reports II. Advisory Binders with completed ECAP forms III. Novelstars reports IV. Powerschool online data V. Attendance reports VI. Phone logs VII. Laurus reports VIII. Lesson plans IX. College prep attendance reports X. Email correspondence XI. Sign-in sheets for after-school recovery classes XII. Summer school reports

• Teachers provide in-class opportunities to improve grade. • AIMS Boot Camp was utilized to improve student success.	
4. What data can the HPLS Administration and Faculty provide to demonstrate that these strategies are effective?	
Answer (suggested word count is 400 words): The HPLS Administration and Faculty has significant data for proof of successful strategies, including: • Powerschool chart representations illustrate student growth. • Percentage of 10th graders who passed AIMS math increased by 400% • AIMS reading scores among 10th graders increased by 20%. • AIMS writing scores increased by 11% • 67% of seniors accepted into college • Growth as reflected in BASI and Pearson benchmark testing • 2013/2014 we were given a 33% graduation rate (ADE number) • For this past year in the ADE Graduation Progress Report we graduated 72% of our seniors	List documents that serve as evidence of implementation of this process: I. AIMS score reports II. Powerschool reports III. Graduation rate reports IV. Student transcripts V. Email correspondence VI. Pearson benchmark test reports VII. BASI test reports VIII. Common Log in 4 Year Graduation Report for 2014 Cohort

Area VII: Academic Persistence (if applicable)

System for Keeping Students Motivated and Engaged in School	
1. How does the HPLS Administration and Faculty identify students who are at risk of dropping out or failing?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
2. What strategies does the HPLS Administration and Faculty utilize to address student challenges to completing/continuing their education?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:

3. How does the HPLS Administration and Faculty evaluate these strategies to determine effectiveness?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process: