Highland Free School's Reading Demonstration of Sufficient Progress

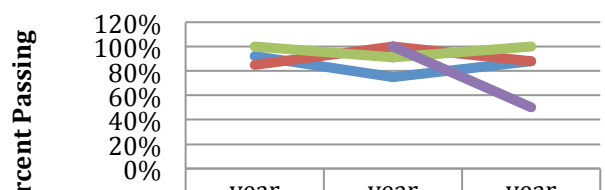
Highland Free School has been a part of the Tucson community for over 44 years. We are located in a designated Empowerment Zone in the heart of the city. Our non-profit elementary uses low student-teacher ratios to provide individualized education to all students.

Highland has seen exciting progress over past few years. In preparation for the Arizona College and Career Ready Standards, we have adopted new curricular materials, developed new accountability systems for assessing both students and staff, and trained staff to be able to knowledgeably and effectively integrate the AZCCRS into their classrooms.

Although our spring 2013 AIMS reading growth scores were lower than expected, we have a system in place that has allowed us to analyze data, determine the areas in need of improvement, and enact positive change.

AIMS Test Score Analysis

AZ LEARNS designations for Highland have been consistently positive in the years since we have been a charter. However, in 2013, Arizona changed its labeling criteria for 'small schools'. As a result, we are now considered a traditional school and are no longer being evaluated based on a three-year average. Statistically, this means that since our testing numbers are low (e.g. 20 FAY students in 2013) our scores are going to experience more dramatic fluctuations because individual data elements will now have more of an impact. It is therefore essential to review additional assessment data to get a more statically accurate picture of our achievement and growth.



	year 2011	year 2012	year 2013
Grade 3	92%	75%	88%
grade 4	85%	100%	88%
grade 5	100%	91%	100%
Grade 6		100%	50%

2012- 2013 Testing Data:

87% of our students who took the AIMS passed the reading portion of the exam. This is something to celebrate since it is a higher passing percentage than the state on average for all grade levels but 6th grade (for which the 50% passing data was based on only 2 student records- the growth scores for whom were excellent).

SGP scores for the exam, however, were lower than expected. To see if this was a consistent pattern, we reviewed the growth scores from the school administered Stanford 10 test. During the 2012-13 school year, Stanford 10 tests were administered to all students first grade and above in the fall and spring. 81% of growth scores for the exams showed average or higher than average growth. That is a score to celebrate! Taking both the AIMS and school administered SAT growth data sets into consideration, the data review teams determined that, although we will continue to monitor reading growth, this was not a current major area of concern.

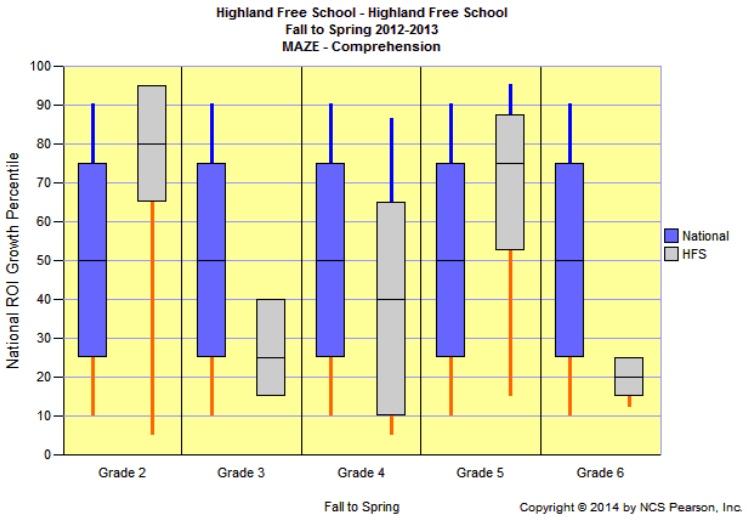
We are confident that our curriculum, instruction, assessment and professional development improvement efforts will continue to have a significant positive impact on improving pupil achievement. The following demonstrates our improved academic performance based on data generated from valid and reliable assessment sources.

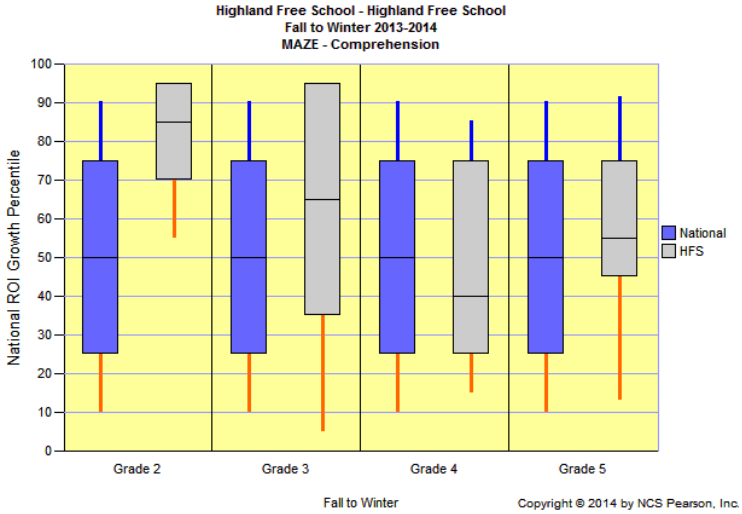
Improvement in Reading Growth Scores

The data below demonstrates that our improvement plan contributes to increased student growth for all students in reading.

Growth for All Students:
During the 2012-13 school year, Stanford 10 tests were administered to all students first grade and above in the fall and spring. 81% of growth scores for the exams showed average or higher than average growth.

For the 2013-14 school year, our AIMSweb ROI growth scores for reading comprehension (*MAZE)* have shown improvement over last year's scores. In 2012-13, fifty percent of students had ROI growth scores greater than 50% of national students. From fall to winter 2013-14, 59% of students had ROI growth scores greater than 50% of national students. In fact, for the fall to winter 2013-14 benchmark periods, our growth scores for every grade level except 4th were above national average (and 4th was pretty close).





Target Growth Levels 75% of the grade levels tested are meeting or exceeding the target growth levels on the reading comprehension based on Aimsweb default target sets (fall to winter 2013-14 data). This is true for both the general population as well as our bottom 25%.

Reading Comprehension Growth (Benchmark Fall '13 to Winter '14 comparison)

	Target	General	Bottom 25%
2nd Grade	.3 RC/week	.5 RC/week	.7 RC/week
3rd Grade	.2 RC/week	0 RC/week	.7 RC/week
4th Grade	.4 RC/week	.5 RC/week	.2 RC/week
5th Grade	.3 RC/week	.3 RC/week	.4 RC/week

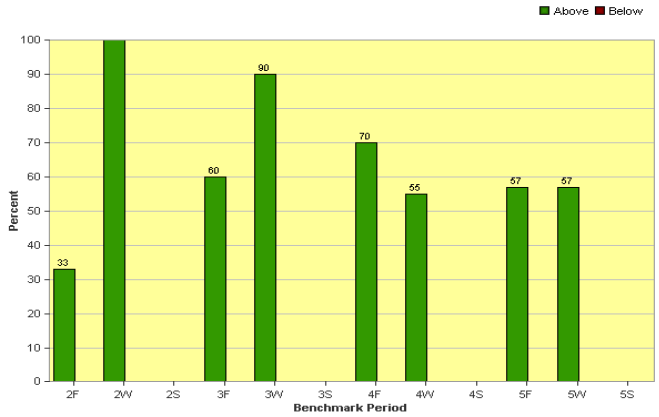
Improvement in Reading Proficiency/Achievement

The data below demonstrates that our improvement plan contributes to increased proficiency in reading levels for all students.

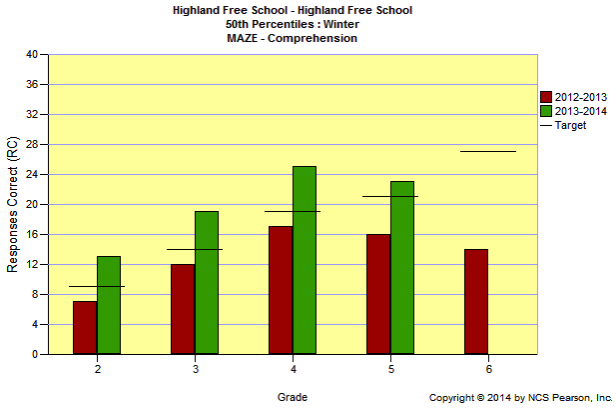
Reading Fluency: At 2013-14 winter benchmark, 94% of Highland's 2-5th graders were considered tier 1 in reading fluency (average or above average based on norm-referenced Arizona comparison).

Reading Fluency CBM- Arizona Comparative- Winter 2013-14					Total
	grade 2	grade 3	grade 4	grade 5	
Tier 3- Well Below Average					0
Tier 2		1	1		2
Tier 1 Average	5	4	7	6	22
Tier 1 Above/ Well Above Average		5	4	1	10

Target Data (all students): Highland has made significant progress in reading comprehension. On the AIMSweb MAZE, 73% of students are above national criterion target levels for winter 2014. **NOTE: This is a significant increase in all grade levels as compared to the last year's data.**



Reading Comprehension MAZE Percent Above Target		
Grade	2013 Winter	2014 Winter
2	42	100
3	38	90
4	44	55
5	0	57



50th Percentile Proficiency: Our winter benchmark 50th percentile scores in reading comprehension have shown an improvement in every grade level as compared to winter 2012-13. The 50th percentile has also on average met the target level in every grade.

SPECIAL POPULATIONS Proficiency: ***The data below demonstrates that our improvement plan contributes to increased student proficiency to expected performance levels for ELL, FRL, and students with disabilities in reading as compared to similar schools.***

ELL Proficiency: Currently Highland does not have any ELL students, so we do not have data on achievement. A system is in place to record and analyze data when our ELL population increases.

Special Education Proficiency: Finding proficiency for SPED groups is difficult because of the low numbers of students and the changing nature of the program. That being said, 67% of all students who were enrolled in special education this year have met AIMSweb default target criteria in winter benchmark reading comprehension assessments. Winter benchmark data records indicate that every student enrolled in SPED during 2013-14 is considered tier 1 (i.e. average or above average) in reading fluency and comprehension based on AIMSweb Arizona norm referenced recommendations.

Free and Reduced Lunch Proficiency: 83% of FRL students met the AIMSweb default winter target criteria in reading comprehension (MAZE) for the 2013-14 school year. This is an improvement in almost every grade level as compared with 2012-13 data. ***In addition, 94% of our FRL students are categorized as tier 1 (i.e. average or above average) based on AIMSweb Arizona norm referenced recommendations.***

FRL- Percent above Target Winter AIMSweb

MAZE Comprehension	2012-13 Percent Above Target	2013-14 Percent Above Target
2nd Grade	43	100
3rd Grade	100	100
4th Grade	75	71
5th Grade	33	67

FRL Population Winter 2013-14 Benchmark- AIMSweb Recommendation (Arizona Norm Referenced)

Reading Comprehension	Grades				Total
	2	3	4	5	
Tier 3- Well Below Average					
Tier 2			1		1
Tier 1 Average	1	1	1	2	5
Tier 1 Above/ Well Above Average	2	4	5	1	12

Curriculum Improvement Efforts

Low Student-Teacher Ratios: Highland's 12 to 1 student to teacher ratio has been the cornerstone to providing effective individualized instruction to all students including ELL, FRL, students with disabilities and students in the lowest 25th growth percentile. With class sizes being increased across the state due to budget cuts, we have been able to maintain our low ratios. This is needed in order to provide personalized, differentiated instruction to all children.

Aligned Curricular Material: As per committee and board recommendations, curriculum material has been obtained to provide staff with the necessary materials to assist them in implementing the AZCCRS. These include curricular material (e.g. *Stepping Stones to Literacy*, *Sound Partners*, *Common Core Coach ELA*, etc,), additional class AZCCRS correlated reading sources (e.g. *Time for Kids*, *Storyworks*, *Reading A to Z, etc.)*, iPad apps and computer subscriptions (including Galaxy ELA, *Bob Books*, and *Earobics*), and a website for Highland teachers that includes AZCCRS support material (http://highlandstudent.wix.com/highlandteacher).

Curriculum Alignment and Map: Teachers are required to submit a ELA curriculum map at the beginning of the year. These curriculum maps are stored in the master PMP binder. A standards' checklist is also maintained by each teacher. Each classroom must maintain a master binder with standards' checklists and curriculum maps (which are available for administration to review as needed). Curricular alignment is monitored throughout the year during classroom observations and staff meetings. Part of the observation process includes the submission and review of AZCCRS aligned lesson plans. Formal records of observations are kept in each teacher's personal file. Alignment of curriculum is also part of a teacher's evaluation (evaluations are filed in each teacher's personal file).

Effective and Motivational Instruction: Low student ratios and learning activities that involve up-to-date technology, Project Based Learning activities, interactive whiteboards, iPad apps, a variety of engaging reading materials at different levels, etc., help motivate students and allow us to provide engaging, differentiated instruction to all students including ELL, FRL, students with disabilities and students in the lowest 25th growth percentile.

Extra Assistance: Extra instructional time is another scientifically proven highly effective method of improving student growth and proficiency. The entirety of our Title I funding goes directly to providing additional small group or one-on-one instructional/tutoring time for Tier II and Tier III students (note: tier assignment is based on proficiency and growth data as well as teacher recommendation). A system is in place to assess students, determine eligibility for extra assistance, record tutoring, and monitor progress. Exit criteria are also established. Title I records and guidelines are kept in the master Title I binder.

Curriculum Adoption, Evaluation, and Revision Process:

- A yearly ***School Council Meeting*** is held to review records such as staff and parent surveys and assessment data (including growth and proficiency scores for students in general as well as low growth and special population students) in order to make curricular recommendations for the next year. Progress towards current goals is also discussed. Notes from the meeting are kept in the master CIP binder.

- To further evaluate the curriculum and its implementation, the school uses a variety of data including surveys, assessment data (including growth and proficiency scores for students in general as well as special population students including those with growth scores in the lowest 25%, FRL, ELL, and students with disabilities), demographic data, school council notes, and staff input to conduct an ***annual comprehensive needs assessment*** in the

summer. A copy of the needs assessment is kept in the master CIP binder. Copies of growth and proficiency assessment data for general population and special populations are kept in the master assessment binder.

- In the summer, the ***School Governing Board*** reviews the assessment data (including growth and proficiency scores for students in general as well as special population students including students in the lowest 25th growth percentile, FRL, ELL, and students with disabilities), the comprehensive needs assessment and School Council recommendations and makes curricular decisions and goals for the school. The Board also meets at least once during the school year to review observation and assessment data and make changes as necessary. Copies of the board meeting notes are kept in the master CIP binder.

- The school implements the curricular recommendations set forth. Curriculum and progress is discussed as necessary during weekly staff meetings. Due to its small size, Highland staff is constantly reviewing the effectiveness of the curricular materials and adapting to student needs.

Instruction

Highland monitors the integration of the AZCCRS into instruction and evaluates the instructional practices of the teachers. The school continually analyzes data and provides feedback as needed.

- ***Curriculum Maps and Checklists:*** Teachers are required to submit a curriculum map prior to the school year and maintain a standards' checklist throughout the year. Copies of the curriculum maps are located in the master PMP binder. Teachers maintain a master AZCCRS binder in their class that contains their curriculum map and standards' checklists. These binders are available for the administration to review during classroom observations.
- ***Observations:*** Administration conducts three recorded teacher observations each year. Lesson plan reviews occur during the formal observation process. Alignment of AZCCRS instruction is assessed under "*Construct 3:Instructional Practices"* on the observation sheet. Records of these observations are located in each teacher's personal file. In addition, since the school is so small, the opportunity for informal observations to monitor instruction happens quite frequently.
- ***Progress Reports:*** Three times a year, teachers are required to create narrative-based progress reports that note their students' progress and course of study based on the AZCCRS. Copies of these progress reports are collected, reviewed, and stored in each child's personal folder.
- ***Standard's Based Assessments:*** Data from standard's based assessments is reviewed by data review teams to gauge the effectiveness of the curriculum and instruction.
    - Teachers are required to administer AIMSweb reading assessments to their students three times a year. These benchmark scores are recorded on the AIMSweb site and kept in the master assessment binder.
    - The school also administers the Stanford 10 in the fall and spring to assess instructional effectiveness. SAT 10 proficiency and growth data are kept in the master assessment binder.
- ***Data Review:*** To help gauge curricular and instructional effectiveness, data from the above assessments is reviewed twice a year by the School Board (see school board notes in master CIP binder), as well as annually by the School Council and the comprehensive needs assessment team (see master CIP binder for a copy of school council notes and the comprehensive needs assessment).

- ***Formal Teacher Evaluations***: Staff is evaluated each year using our Teacher Evaluation Instrument. AZCCRS curricular alignment, implementation of AZCCRS into instruction, and aligned assessment data contribute to each teacher's evaluation. A copy of the current Teacher Evaluation Instrument is located in the Teacher Evaluation binder. Copies of the yearly evaluations are located in each teacher's personal folder. Teacher evaluations are used to help with teaching assignments and retention decisions.
- ***Analysis and Feedback:*** Members of the school community are given an opportunity to provide feedback and help develop our monitoring system (via surveys, school council meetings, weekly staff meetings and the comprehensive needs assessment team). Copies of the surveys, school council notes, the comprehensive needs assessment, and board meeting notes are kept in the master CIP binder.

Assessment

Highland uses the following aligned and scientifically based assessment systems which are based on clearly defined performance measures aligned with the curriculum and instructional methodology:

- State mandated Stanford 10 and AIMS testing administered in the spring.
- School administered Stanford 10 administered in the fall and spring to measure student growth and proficiency (grades 1 and above).
- AIMSweb benchmarks are administered three times a year to measure growth and proficiency.

To help monitor student progress, a master record of formal assessments is kept in the master *Assessment* binder (SAT, AIMS, and AIMSweb benchmark). This data includes proficiency and growth data for all students (including ELL, FRL, students with disabilities and students in the lowest 25th growth percentile). All AIMSWeb benchmark and progress monitoring data is also entered into AIMSweb online.

Additional Classroom Formative and Summative Assessment: In addition to the above assessments, teachers use a variety of formative and summative assessments in the classroom to gauge student progress in specific ELA standards. Data is then used on a daily basis to adapt instruction and reteach and provide intervention as necessary.

Data Review Teams:

- ***Staff:*** Assessment data as well as teacher's classroom records are used during staff meetings on an as needed basis to discuss effectiveness of curriculum and adapt instruction as necessary. The staff officially meets after fall and winter benchmark assessments to discuss achievement and growth, assign tiers (based on proficiency and growth data and teacher recommendation), make notes on tier 2 and 3 achievement and growth, and set goals as necessary (see *Title I Student Progress Forms* in the Title I binder). Tutoring/intervention is then provided to Tier II and III students.
- ***School Council:*** Data is reviewed yearly by the ***School Council*** (including growth and proficiency scores for all students as well as for special populations) in order to make recommendations for the next year. Notes from the meeting are kept in the master CIP binder.
- ***Needs Assessment Team***: In summer, an annual comprehensive needs assessment is conducted. This needs assessment includes the review of growth and proficiency scores for

all students as well as special population including students in the lowest 25th growth percentile, FRL, ELL, and students with disabilities. A copy of the needs assessment and its findings is kept in the master CIP binder.

- ***School Governing Board***: In the summer, the ***School Governing Board*** reviews the assessment data (including growth and proficiency scores for all students as well as special population students including students in the lowest 25th growth percentile, FRL, ELL, and students with disabilities) to assist in making curricular decisions, setting goals for the school, and determining teacher placement and retention. The Board also meets at least once during the school year to review progress and make changes as necessary. Copies of the board meeting notes are kept in the master CIP binder.

Professional Development

Based on observations, teacher and parent surveys, assessment and evaluation data, school council recommendations, the comprehensive needs assessment, current best practices, and ADE recommendations, the school and its committees determine professional development areas for the year. Many of these professional development focus areas are logged in ALEAT as a part of our CIP.

Recently, we have had three major area of focus:

1) improving math scores for all students including those from special populations
2) preparing for the switch to the AZCCRS
3) providing teachers with the resources necessary to assess students in a variety of ways (thus ensuring that we are obtaining fair and comprehensive data from students of all demographics)

In essence, we wanted to make sure that teachers were prepared to teach the AZCCRS in engaging ways that will improve student growth and proficiency for all students (including FRL, ELL, students with disabilities, and students in the lowest 25th growth percentile).

In the past three years Highland has offered in-house professional development in the following reading relevant areas to enhance its ELA curriculum:

- Intel Teach: Thinking Critically with Data (20 Hours)
- Spreadsheets and Charts (1H)
- RTI (1H)
- Keys to the Common Core ELA (1 hour…with more to come this year)
- Intel Teach: Assessment in 21st Century Classrooms (20 hours)
- Sound Partners (3 hours) (Tier 2 and 3 reading intervention)
- Side by Side Learning (1 hour) (hands-on project based learning that enhance literacy for ELL, special needs, and general education students)

Most professional development is offered in-house. Staff members are required to fill out a professional development reflection sheet after each PD. At least a month later, teachers are asked to reflect upon how the PD affected their classroom instruction/teaching. Administration also follows-up on PD topics during informal observations and staff meetings.

Professional development logs and reflection sheets are kept in the master ***Professional Development*** binder. Formal observation records, including notes regarding the implementation of any connected PD topics, are kept in each teacher's file.

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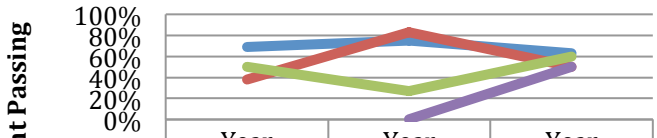
Highland has seen exciting progress over the last few years. In preparation for the Arizona College and Career Ready Standards, we have adopted new curricular materials, developed new accountability systems for assessing both students and staff, and trained staff to be able to knowledgeably and effectively integrate the AZCCRS into their classrooms.

Although our spring 2013 AIMS math scores were lower than expected, we have a system in place that has allowed us to analyze data, determine the areas in need of improvement, and enact positive change. Highland's improvement efforts as a result have led to marked improvement in mathematics growth and proficiency as compared to last year's scores!

AIMS Test Score Analysis

AZ LEARNS designations for Highland have been consistently positive in the years since we have been a charter. However, in 2013, Arizona changed its labeling criteria for 'small schools'. As a result, we are now considered a traditional school and are no longer being evaluated based on a three-year average. Statistically, this means that since our testing numbers are low (e.g. 20 FAY students in 2013) our scores are going to experience more dramatic fluctuations because individual data elements will now have more of an impact. It is therefore essential to review additional assessment data to get a more statically accurate picture of our achievement and growth.



	Year 2011	Year 2012	Year 2013
third	69%	75%	63%
fourth	38%	83%	50%
fifth	50%	27%	60%
sixth		0%	50%

2012- 2013 Testing Data Analysis: Although we recognize that some of the variation of scores may merely be due to our small size, as part of our accountability system, the data analysis teams evaluated both the AIMS and the school administered Stanford 10 growth scores. This analysis led us to make the determination that the teacher working with the 3rd and 4th grade students during the 2012-13 school was not effective in teaching those grades. She was reassigned to a more appropriate grade level for her teaching style.

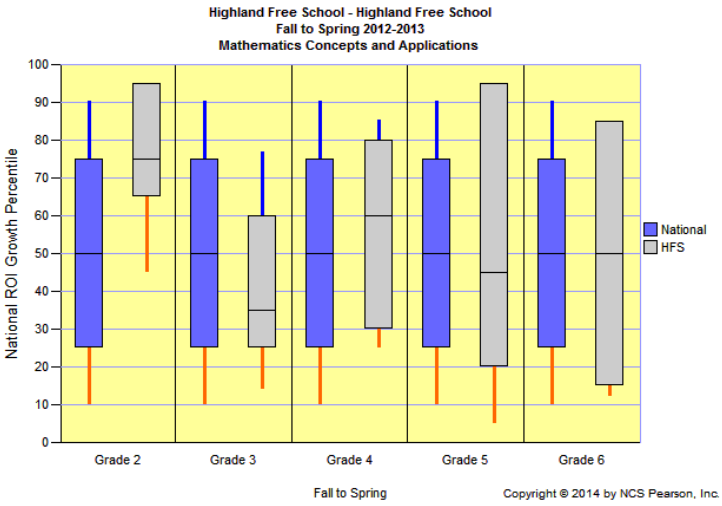
This year's data has shown that our curriculum, instruction, assessment and professional development improvement efforts have made a significant positive impact on improving pupil achievement. The following demonstrates our improved academic performance based on data generated from valid and reliable assessment sources.

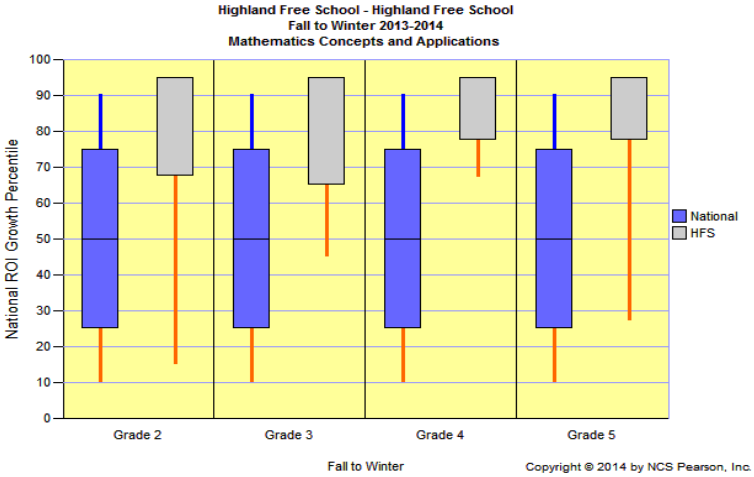
Improvement in Math Growth Scores

The data below demonstrates that our improvement plan contributes to increased student growth for all students in math.

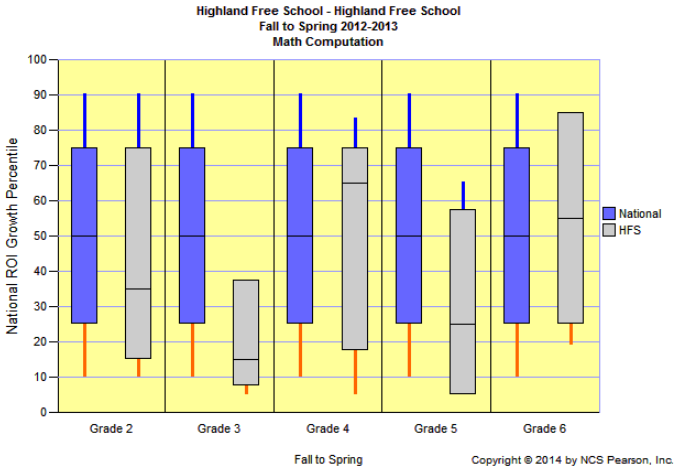
Growth for All Students:

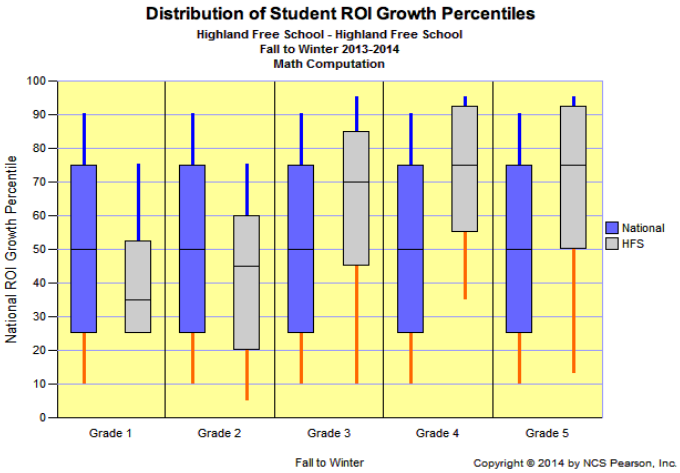
Our ROI growth scores for ***math concepts and applications*** have shown improvement over last year's scores. In fact, this year's scores are far above national levels for all tested grade level (AIMSweb fall 2013 to winter 2014 comparison).





For ***math computation*** (AIMSweb fall to winter comparison 2013-14) our growth scores have also seen an improvement over last year's scores. Winter benchmark data indicates that 54% of our students have an ROI greater than 50% of national students.





Growth of Special Populations: ***The data below demonstrates that our improvement plan contributes to increased student growth in math for ELL, FRL, students with disabilities, and students in the lowest 25%***

ELL Growth: Highland does not have any ELL students currently, so we do not have data on growth. A system is in place to record and analyze data when our ELL population increases.

Special Education Growth: Currently the entirety of our special education population is receiving SLI services where their need is not directly connected with mathematics. That being said, 79% of the growth records in mathematics from the 6 students who have been part of our special education program this year are greater than the rate of improvement (ROI) of 50 percent of students in a national sample who started at a similar level.

Free and Reduced Lunch & Bottom 25% Growth Scores: Almost every grade is meeting or exceeding the target growth levels based on Aimsweb default target sets (based on fall 2013 to winter 2014 benchmark scores).

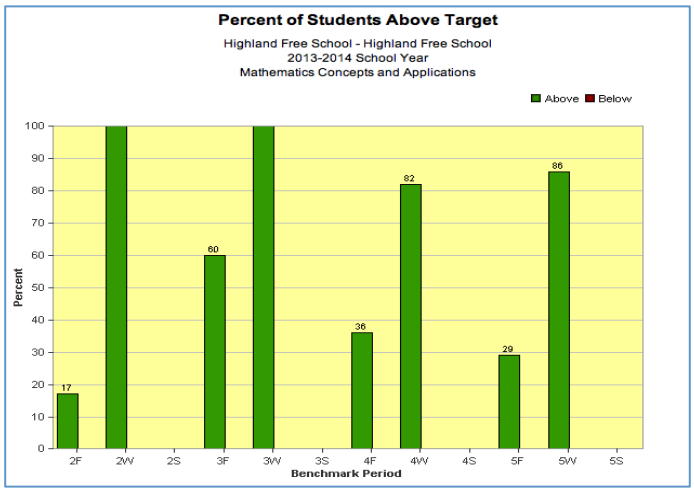
	Target	Bottom 25%	Free	Reduced
2nd Grade	.4 TS/week	.7 TS/week	.8 TS/week	.9 TS/week
3rd Grade	.3 TS/week	.5 TS/week	.4 TS/week	.7 TS/week
4th Grade	.1 TS/week	.5 TS/week	.8 TS/week	.7 TS/week
5th Grade	.1 TS/week	.4 TS/week	.3 TS/week	.7 TS/week

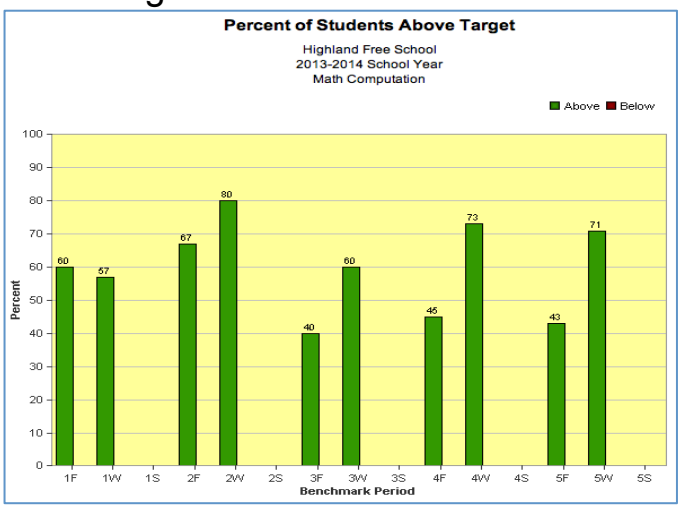
	Target	Bottom 25%	Free	Reduced
1st Grade	1.1 pts/week	.6 pts/week	.7 pts/week	.6 pts/week
2nd Grade	.8 pts/week	.7 pts/week	1.1 pts/week	1.2 pts/week
3rd Grade	1.1 pts/week	1.6 pts/week	1.5 pts/week	.5 pts/week
4th Grade	1.1 pts/week	1.4 pts/week	1.6 pts/week	1.6 pts/week
5th Grade	.4 pts/week	.6 pts/week	.9 pts/week	.4 pts/week

Improvement in Mathematics Proficiency/Achievement

The data below demonstrates that our improvement plan contributes to increased proficiency in math levels for all students.

Target Data (all students): Using AIMSweb default target sets, Highland has made significant progress in mathematics proficiency. In concepts and applications, 91% of students are above national criterion target levels for winter 2014. In computation, 67% of students have met the criterion-referenced goals for winter 2014.



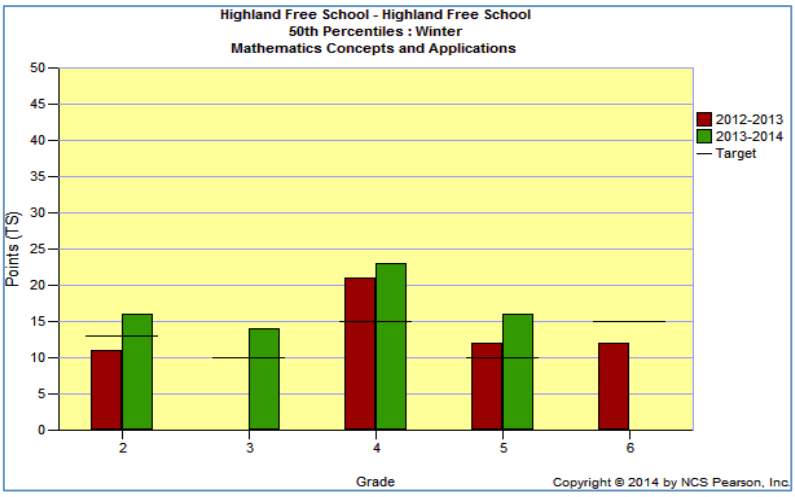


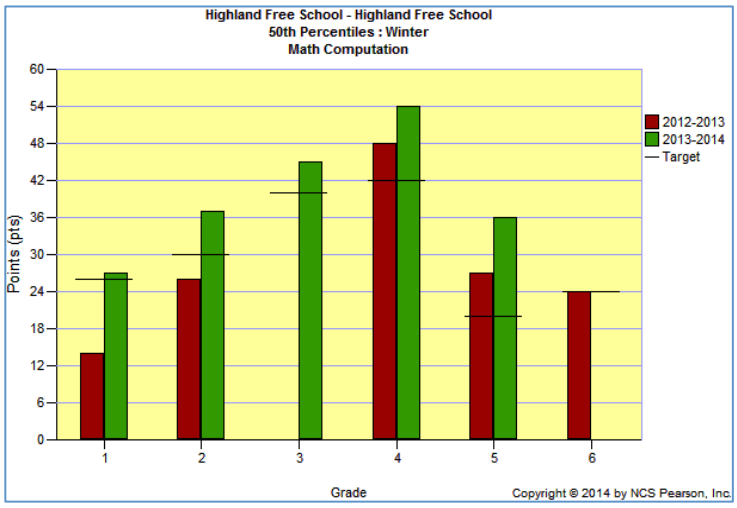
NOTE: This is a significant increase in all grade levels as compared to the last year's data.

Concepts and Applications Percent Above Target		
Grade	2013 Winter	2014 Winter
2	42	100
3	NR	100
4	75	82
5	60	86

Computation Percent Above Target		
Grade	2013 Winter	2014 Winter
1	20	57
2	45	80
3	NR	60
4	50	73
5	60	71

50th Percentile Growth: Our winter benchmark 50th percentile scores have shown an improvement in every grade level as compared to winter 2012-13





SPECIAL POPULATIONS Proficiency: ***The data below demonstrates that our improvement plan contributes to increased student proficiency to expected performance levels for ELL, FRL, and students with disabilities in math as compared to similar schools.***

ELL Proficiency: Currently Highland does not have any ELL students, so we not have data on achievement. A system is in place to record and analyze data when our ELL population increases.

Special Education Proficiency: The 6 students who have been part of our special education program this year have met AIMSweb default target criteria in 71% of their mathematical winter benchmark assessments. 5 out of the 6 students are considered tier 1 based on AIMSweb national norm referenced recommendations. The sixth student is tier 2 based on AIMSweb national norm referenced recommendations.

Free and Reduced Lunch Proficiency: 93% of FRL students met the AIMSweb default winter target criteria in ***concepts and applications*** for the 2013-14 school year. 52% of FRL students met the AIMSweb default winter criteria in ***computation*** for the 2013-14 school year.

FRL- Percent above Target Winter 2013-14 AIMSweb

	Concepts and Applications	Computation
1st Grade	NA	50
2nd Grade	100	100
3rd Grade	100	60
4th Grade	86	57
5th Grade	67	33

In addition, 80% of our FRL students are categorized as tier 1 based on AIMSweb national norm referenced recommendations.

FRL Population Winter 2013-14 Benchmark- AIMSweb Recommendation (National Norm Referenced)

	Grades					Total
	1	2	3	4	5	
Tier 3- Well Below Average					1	1
Tier 2	2			1		3
Tier 1 Average	2	3	2	1		6
Tier 1 Above/ Well Above Average			3	5	2	10

Curriculum Improvement Efforts

Low Student-Teacher Ratios: Highland's 12 to 1 student to teacher ratio has been the cornerstone to providing effective individualized instruction to all students including ELL, FRL, students with disabilities and students in the lowest 25th growth percentile. With class sizes being increased across the state due to budget cuts, we have been able to maintain our low ratios. This is needed in order to provide personalized, differentiated instruction to all children.

Aligned Curricular Material: As per committee and board recommendations, curriculum material has been obtained to provide staff with the necessary materials to assist them in implementing the AZCCRS. These include teacher curriculum resource books (including hands-on activities, RTI resources, and assessment materials), class sets of math manipulatives, iPads and iPad apps (including Splash Math), internet resources for aligned assessments, and a website for Highland teachers that includes AZCCRS support material (http://highlandstudent.wix.com/highlandteacher).

Curriculum Alignment and Map: Teachers are required to submit a math curriculum map at the beginning of the year. These curriculum maps are stored in the master PMP binder. A standards' checklist is also maintained by each teacher. Each classroom must maintain a master binder with standards' checklists and curriculum maps (which are available for administration to review as needed). Samples of aligned assessments and running records are also provided to administration by each classroom and kept in the master PMP file. Curricular alignment is monitored throughout the year during classroom observations and staff meetings. Part of the observation process includes the submission and review of aligned lesson plans. Formal records of observations are kept in each teacher's personal file. Alignment is also part of a teacher's evaluation (evaluations are filed in each teacher's personal file).

Effective and Motivational Instruction: Each classroom is required to conduct at least four Project Based Learning units that include at least one targeted math standard. The low student ratios and learning activities that involve up-to-date technology, PBLs, manipulatives, interactive whiteboards, and iPad apps help motivate students and allow us to provide engaging, differentiated instruction to all students including ELL, FRL, students with disabilities, and students in the lowest 25th growth percentile.

Extra Assistance: Extra instructional time is another scientifically proven highly effective method of improving student growth and proficiency. The entirety of our Title I funding goes directly to providing additional small group or one-on-one instructional/tutoring time for Tier II and Tier III students (note: tier assignment is based on proficiency and growth data as well as teacher recommendation). A system is in place to assess students, determine eligibility for extra assistance, record tutoring, and monitor progress. Exit criteria are also established. Title I records and guidelines are kept in the master Title I binder.

Curriculum Adoption, Evaluation, and Revision Process:

- A yearly ***School Council Meeting*** is held to review records such as staff and parent surveys and assessment data (including growth and proficiency scores for students in general as well as low growth and special population students) in order to make curricular recommendations for the next year. Progress towards current goals is also discussed. Notes from the meeting are kept in the master CIP binder.

- To further evaluate the curriculum and its implementation, the school uses a variety of data including surveys, assessment data (including growth and proficiency scores for students in general as well as special population students including those with growth scores in the

lowest 25%, FRL, ELL, and students with disabilities), demographic data, school council notes, and staff input to conduct an ***annual comprehensive needs assessment*** in the summer. A copy of the needs assessment is kept in the master CIP binder. Copies of growth and proficiency assessment data for general population and special populations are kept in the master assessment binder.

- In the summer, the ***School Governing Board*** reviews the assessment data (including growth and proficiency scores for students in general as well as special population students including students in the lowest 25th growth percentile, FRL, ELL, and students with disabilities), the comprehensive needs assessment and School Council recommendations and makes curricular decisions and goals for the school. The Board also meets at least once during the school year to review observation and assessment data and make changes as necessary. Copies of the board meeting notes are kept in the master CIP binder.

- The school implements the curricular recommendations. Curriculum and progress is discussed as necessary during weekly staff meetings. Due to its small size, Highland staff is constantly reviewing the effectiveness of the curricular materials and adapting to student needs.

Instruction

Highland monitors the integration of the AZCCRS into instruction and evaluates the instructional practices of the teachers. The school continually analyzes data and provides feedback as needed.

- ***Curriculum Maps and Checklists:*** Teachers are required to submit a curriculum map prior to the school year and maintain a standards' checklist throughout the year. Copies of the curriculum maps are located in the master PMP binder. Teachers maintain a master AZCCRS binder in their class that contains their curriculum map and standards' checklists. These binders are available for the administration to review during classroom observations.

- ***Observations:*** Administration conducts three recorded teacher observations each year. Lesson plan reviews occur during the formal observation process. Alignment of AZCCRS instruction is assessed under "*Construct 3:Instructional Practices"* on the observation sheet. Records of these observations are located in each teacher's personal file. In addition, since the school is so small, the opportunity for informal observations happens quite frequently.

- ***Progress Reports***: Three times a year, teachers are required to create narrative-based progress reports that note their students' progress and course of study based on the AZCCRS. Copies of these progress reports are collected, reviewed, and stored in each child's personal folder.

- ***Standard's Based Assessments:*** Data from a variety of standard's based assessments is reviewed by data review teams to gauge the effectiveness of the curriculum and instruction.

    - Teachers are required to administer standard's based post-tests. Samples of these assessments are collected by the administration and stored in the master PMP binder.
    - Teachers are also required to administer standard-aligned AIMSweb math assessments to their students at least 8 times a year. The scores are recorded on the AIMSweb site and benchmark scores are kept in the master assessment binder.

- The school also administers the Stanford 10 in the fall and spring to assess instructional effectiveness. SAT 10 proficiency and growth data are kept in the master assessment binder.

- ***Data Review:*** To help gauge curricular and instructional effectiveness, data from the above assessments is reviewed twice a year by the School Board (see school board notes in master CIP binder), as well as annually by the School Council and the comprehensive needs assessment team (see master CIP binder for a copy of school council notes and the comprehensive needs assessment).

- ***Formal Teacher Evaluations***: Staff is evaluated each year using our Teacher Evaluation Instrument. AZCCRS curricular alignment, implementation of AZCCRS into instruction, and aligned assessment data contribute to each teacher's evaluation. A copy of the current Teacher Evaluation Instrument is located in the Teacher Evaluation binder. Copies of the yearly evaluations are located in each teacher's personal folder. Teacher evaluations are used to help with teaching assignments and retention decisions.

- ***Analysis and Feedback:*** Members of the school community are given an opportunity to provide feedback and help develop our monitoring system (via surveys, school council meetings, weekly staff meetings and the comprehensive needs assessment group team). Copies of the surveys, school council notes, the comprehensive needs assessment, and board meeting notes are kept in the master CIP binder.

Assessment

Highland uses the following aligned and scientifically based assessment systems which are based on clearly defined performance measures aligned with the curriculum and instructional methodology:

- State mandated Stanford 10 and AIMS testing administered in the spring.
- School administered Stanford 10 administered in the fall and spring to measure student growth and proficiency (grades 1 and above).
- AIMSweb benchmarks math assessments administered three times a year to measure growth and proficiency. Progress monitoring in math occurs at least 5 additional times to ALL students in grades 1-6. Kindergarten students in Tier III are also progress monitored.

To help monitor student progress, a master record of formal assessments is kept in the master *Assessment* binder (SAT, AIMS, and AIMSweb benchmark). This data includes proficiency and growth data for all students (including ELL, FRL, students with disabilities and students in the lowest 25th growth percentile). All AIMSweb benchmark and progress monitoring data is also entered into AIMSweb online.

Additional Classroom Formative and Summative Assessment: In addition to the above assessments, teachers use a variety of formative and summative assessments in the classroom to gauge student progress in specific math standards. Progress is noted and post-test scores are recorded. Data from these assessments is then used on a daily basis to adapt instruction and reteach and provide intervention as necessary. Samples of these assessments along with formative note-taking records are collected and stored in the master PMP binder.

Data Review Teams:

- Assessment data as well as teacher's classroom records are used during staff meetings on an as needed basis to discuss effectiveness of curriculum and adapt instruction as necessary. The staff officially meets after fall and winter benchmark assessments to assign tiers (based on proficiency and growth data and teacher recommendation), make notes on tier 2 and 3 achievement and growth, and set goals as necessary (see *Title I Student Progress Forms* in the Title I binder). Tutoring/intervention is then provided to Tier II and III students.

- Data is reviewed yearly by the ***School Council*** (including growth and proficiency scores for all students as well as for special populations) in order to make recommendations for the next year. Notes from the meeting are kept in the master CIP binder.

- In summer, an annual comprehensive needs assessment is conducted. This needs assessment includes the review of growth and proficiency scores for all students as well as special population including students in the lowest 25th growth percentile, FRL, ELL, and students with disabilities. A copy of the needs assessment and its findings is kept in the master CIP binder.

- In the summer, the ***School Governing Board*** reviews the assessment data (including growth and proficiency scores for all students as well as special population students including students in the lowest 25th growth percentile, FRL, ELL, and students with disabilities) to assist in making curricular decisions, setting goals for the school, and determining teacher placement and retention. The Board also meets at least once during the school year to review progress and make changes as necessary. Copies of the board meeting notes are kept in the master CIP binder.

Professional Development

Based on observations, teacher and parent surveys, assessment and evaluation data, school council recommendations, the comprehensive needs assessment, current best practices, and ADE recommendations, the school and its committees determine professional development areas for the year. Many of these professional development focus areas are logged in ALEAT as a part of our CIP.

Recently, we have had three major area of focus:

1) improving math scores for all students including those from special populations
2) preparing for the switch to the AZCCRS
3) providing teachers with the resources necessary to assess students in a variety of ways (thus ensuring that we are obtaining fair and comprehensive data from students of all demographics)

In essence, we wanted to make sure that teachers were prepared to teach the AZCCRS in engaging ways that will improve student growth and proficiency for all students (including FRL, ELL, students with disabilities, and students in the lowest 25th growth percentile).

In the past three years, Highland has offered in-house professional development in the following areas to enhance its math curriculum:

- Hands-On Math (5 hours),
- Technology FunFest: Math Websites (2 hours),

- Intel Teach: Thinking Critically with Data (20 hours),
- Spreadsheets and Charts (1H),
- RTI (1H),
- Keys to the Common Core Math (6 hours),
- Intel Teach: Assessment in 21st Century Classrooms (20 hours).

Most professional development is offered in-house. Staff members are required to fill out a professional development reflection sheet after each PD. At least a month later, teachers are asked to reflect upon how the PD affected their classroom instruction/teaching. Administration also follows-up on PD topics during informal observations and staff meetings.

Professional development logs and reflection sheets are kept in the master ***Professional Development*** binder. Formal observation records, including notes regarding the implementation of any connected PD topics, are kept in each teacher's file.