Academic Systems Plan (ASP) Template

Applicant Name: Highland Prep

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

Applicant does not edit sections in grey

Measure	Metric	Expected/Predicted Baseline Based on Enrollment of Target Population		Annual Target For The Plan
		Math	Reading	
State standardized assessment data (school average) for target population	Percent (%) of target students who currently score proficient on the State standardized assessment	42%	74%	Meet or demonstrate sufficient progress toward the Academic Performance Expectations as set and modified periodically by the Board
	Average current target student growth percentile (SGP) on the State standardized assessment.	45	47	

Narrative for setting baseline figures

Describe the basis for setting baseline figures for math and reading that align with the proposed target population.

Highland Prep's baseline figures for Math and Reading; found in Section A.2, are predicated on an analysis of public high school sophomore cohort data retrieved from the Arizona Department of Education (ADE, 2014), in the proposed school's territory. Since Highland Prep will begin its first year serving only freshmen, the predicted baseline for percent of students scoring proficient or highly proficient on state standardized assessments was calculated by using an average of the 8 high schools AIMS pass rates. As a result, the administrative team set a baseline level of 42% proficiency on state standardized assessments for Math and a baseline level of 74% proficiency on state standardized assessments for Reading (ADE, 2014). The predicted baseline for Student Growth Percentile (SGP) of students on state standardized assessments was calculated by using an average median SGP on AIMS Math and Reading for 7 of the 8 high schools (one of the schools did not have a median SGP available). As a result, the administrative team set a baseline SGP level of 45 on state standardized assessments for Math and a baseline SGP level of 47 on state standardized tests for Reading (ADE 2014).

High School AIMS Pass Rates and SGP's within HP's Proposed Territory				
High School	Math Pass Rate	Math SGP	Reading Pass Rate	Reading SGP
Agua Fria	59%	65	79%	49
Desert Edge	51%	55	84%	48
E-Institute Avondale	21%	N/A	54%	N/A
Estrella High School	14%	34	52%	46
La Joya	39%	33	79%	43
Millennium	61%	48	88%	53
Tolleson Union	39%	46	76%	41
Westview	50%	37	81%	47
HP's Proposed Territory Averages	42%	45	74%	47

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

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

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Research various curriculum materials to determine alignment to Arizona's College and Career Readiness Reading and Mathematics standards, and pre-Advanced Placement (AP) preparation, as well as an appropriate match to HP's target population.	What: adoption of curriculum aligned to AZCCR Where: school site How: research by Principal and Executive Director	February 2016 and ongoing	Principal and Executive Director	The selection of curriculum materials for SpringBoard is established for Reading and Mathematics with a high degree of Arizona's College and Career Readiness Standards alignment and Pre-AP preparation for the 9th and 10th grade. SpringBoard College and Career Readiness Standards Alignment	No additional costs

				Analysis.	
2. Adoption of curriculum materials alignment to Arizona's College and Career Readiness Reading and Mathematics standards, and pre-Advanced Placement (AP) preparation, as well as an appropriate match to HP's target population.	What: adoption of curriculum aligned to AZCCR Where: school site How: selection by Principal and Executive Director; approval by Governing Board	February 2016 and ongoing	Principal, Executive Director, and Governing Board	The selection of curriculum materials for SpringBoard is established for Reading and Mathematics with a high degree of Arizona's College and Career Readiness Standards alignment and Pre-AP preparation for the 9th and 10th grade. SpringBoard College and Career Readiness Standards Alignment Analysis.	No additional costs
3. Develop Staff Handbook that reflects Professional Development Plan for the 2016-17 school year.	What: implementation of curriculum Where: school site How: drafting, revising, editing and publishing by Principal and Executive Director	February 2016 through April 2016	Principal and Executive Director	Completed Staff Handbook. Professional Development Plan containing 28 Professional Learning Community (PLC)/Instructional Planning days during the 2016-17 school year. Professional Development Calendar for 2016-2017	No additional costs (Staff Handbook is posted and distributed electronically)
4. Align purchased ELA and Mathematics materials to curriculum map for each grade level.	What: implementation of curriculum Where: school site How: drafting and publishing by Executive Director	March 2016 through June 2016	Executive Director	Completed ELA and Mathematics Curriculum Maps.	No additional costs
5. Write job descriptions. Place ads and attend job fairs. Interview candidates. Hire Highly Qualified teachers who are aligned with the school's	What: implementation of curriculum Where: school site, teacher job fairs, teacher job posting boards How: drafting and publishing by Principal and	March 2016 through June 2016	Principal and Executive Director	Job descriptions approved by the Board. Ads placed. Recruitment Materials. Teacher Hiring Procedure approved by the Board, and in Board Minutes.	Teacher Recruitment Fairs $1,000 (Listed on line for Marketing/ Advertising) Teacher Job Ads $500 (Listed on line for Marketing/Advertising)

educational philosophy, demonstrate an understanding of appropriate state standards, and have an attitude of critical thinking, self-reflection, and commitment to life-long learning.	Executive Director; attendance at job fairs by Principal and Executive Director; application evaluation, candidate interviewing, and selection of teachers by Principal and Executive Director			Teachers have been hired for all positions – signed contracts on file for all hired staff. Highly Qualified Attestation Forms are sufficiently completed with all requirements for HQ.	
6. 3-day, summer SpringBoard curriculum materials and resources training for English and Mathematics Teachers. English and Mathematics teachers will also review ELA and Mathematics Curriculum Maps using the map rubric/qualitative evaluation tool to check for completeness and adherence to Arizona's College and Career Readiness Reading and Mathematics standards.	What: implementation of curriculum; evaluation of curriculum Where: school site How: training provided by Executive Director; training attended by English and Mathematics teachers; work product produced collaboratively	July 2016	Executive Director and English and Mathematics Teachers	In-Service Agendas and Sign-in Sheets Professional Development Certificates. Curriculum maps Copies of completed evaluations by teachers on the alignment of curriculum maps.	No additional costs
7. Send STEM teacher to two-week Introduction to Engineering Summer Institute for Project Lead the Way training. During teacher in-service week, STEM teacher begins to develop HP's STEM curriculum.	What: implementation of curriculum Where: PLTW training site How: training attended by STEM teacher; work product produced by STEM teacher	July 2016	Executive Director and STEM Teacher	Introduction to Engineering Teacher Certification Project Lead the Way (PLTW) Professional Development Certificate. Introduction to Engineering Course Syllabus, Project List and Timeline developed and submitted to Executive Director.	PLTW Training $1,500 (Listed on line for Professional Development) Travel, Room & Board $1,500 (Listed on line for Professional Development)
8. Summer Professional Development Week: English and Mathematics teachers will develop Arizona College	What: implementation of curriculum; evaluation of curriculum	July 2016	Executive Director, English and	In-Service Agendas and Sign-in Sheets Professional Development	No additional costs (included in salaries for Teachers and

and Career Readiness ELA and Mathematics instructional units, course syllabi and daily lesson plans. English and Mathematics teachers will receive special education and ELL requirements training.	Where: school site How: training provided by Executive Director; training attended by English and Mathematics teachers; work product produced collaboratively		Mathematics Teachers, and Principal	Certificates. Course syllabi. Instructional Units. Instructional Review Form. Daily Lesson Plans. Daily Lesson Plan Review Form.	Administration)
9. English and Mathematics teachers will identify priority-reading and priority-mathematics standards, strands and key vocabulary for each course ensuring consistency in what is taught through PLCs.	What: implementation of curriculum Where: school site How: work product produced collaboratively	August 2016	Executive Director and English and Mathematics Teachers	English and Mathematics teachers will develop vocabulary lists for students. Reading and Mathematics Vocabulary Posters. Reading and Mathematics workshops - scheduled around priority standards and concepts.	Posters $100 (Listed on line for Office Supplies)
10. Provide the education team with Arizona's College and Career Readiness ELA and Mathematics Standards, and have each non-ELA and Mathematics teacher identify the Literacy Strands that will be integrated within their content areas: Science, Social Studies, STEM, Fine Arts, Physical Education, and Electives.	What: implementation of curriculum Where: school site How: training provided by Executive Director; training attended by English and Mathematics teachers; work product produced collaboratively	August 2016	Executive Director, Teachers, and Principal	Instructional Units. Instructional Review Form. Course syllabi. Daily Lesson Plans. Daily Lesson Plan Review Form. Revised Daily Lesson Plans with Literacy Strands identified.	No additional costs
11. Teachers will use Professional Learning Community (PLC) instructional planning days to develop their Arizona College and Career Readiness Standards based	What: implementation of curriculum; evaluation of curriculum; revision of curriculum; adaption to address curriculum needs of subgroup populations Where: school site	28 days throughout the 2016-17 school year, and in subsequent years	Executive Director, Teachers, and Principal	PLC Agendas and Sign-in Sheets. Curriculum Maps. Daily Lesson Plans with embedded Formative Assessment. Student Achievement	No additional costs

curriculum. HP teachers will use 1 hour for PLC and 1 hour for instructional planning. Teachers will also examine disaggregated student data to evaluate and revise implementation of ELA and Mathematics curriculum and level of success of student populations with ELA and Mathematics curriculum.	How: PLC's facilitated by Executive Director, PLC's attended by Teachers; work product produced collaboratively			Assessment instruments. Student Achievement Assessment Data.	
12. School Calendar will include teacher planning time built into the day, four-days-per-week with Wednesdays reserved for PLC's. Teachers will develop, evaluate, and revise lesson plans that incorporate embedded formative assessment during their daily planning period. They will be provided feedback by the Principal and Executive Director.	What: implementation of curriculum, evaluation of curriculum; revision of curriculum Where: school site How: Teachers develop lesson plans; Principal and Executive Director provide feedback on lesson plans; Teachers revise lesson plans based on feedback	4 days per week and ongoing throughout the year	Principal, Executive Director, and Teachers	School Calendar as approved by the Board. Curriculum Maps. Daily Lesson Plans with embedded Formative Assessment. Daily Lesson Plan Review Form. Daily Lesson Plan Feedback Review Form.	No additional costs
13. Weekly review of teacher's daily lesson plans (DLP) to ensure accurate implementation of Arizona's College and Career Readiness Reading and Mathematics standards.	What: evaluation of curriculum; revision of curriculum Where: school site How: Principal and Executive Director provide feedback on lesson plans; Teachers revise lesson plans based on feedback	Weekly	Principal, Executive Director, and Teachers	Daily Lesson Plans with embedded Formative Assessment. Daily Lesson Plan Feedback Review Form.	No additional cost

14. The Principal and Executive Director will be highly visible in classrooms ensuring high quality instruction and accurate implementation of the Arizona College and Career Readiness Reading and Mathematics standards. Classroom observations made daily to verify lesson objectives are posted and that curriculum is aligned and implemented with fidelity to the Arizona College and Career Readiness Reading and Mathematics standards.	What: evaluation of curriculum Where: school site How: Principal and Executive Director provide feedback on instruction of lessons	Daily	Principal and Executive Director	Objectives posted in every classroom. Classroom Teacher Snap-Shot Form.	No additional cost
15. English and mathematics teachers will participate in professional development training for implementation of interventions in reading and mathematics.	What: implementation of curriculum; adaption to address curriculum needs of subgroup populations Where: Professional Development sites How: training attended by Teachers; training determined by Executive Director	October 2016 and ongoing	English and Mathematics Teachers; Executive Director	Professional Development Certificates	Professional Development Training $600 (Listed on line for AIS-Professional Development)
16. Strand analysis of school's Course Benchmark Tests and AzMERIT Tests data to determine specific Reading and Mathematics instructional priorities targeted for additional instructional emphasis in all content areas throughout	What: evaluation of curriculum; revision of curriculum; adaption to address curriculum needs of subgroup populations Where: school site How: assessment instruments and data for analysis prepared and	August 2016 and ongoing throughout the school year	Principal, Executive Director, and Teachers	Staff Meeting Agendas. Student Achievement Assessment instruments. Student Achievement Assessment Data. Revised Curriculum Maps. Revised daily Lesson Plans with embedded formative	No additional cost

the 2015-16 school year. Revise ELA and Mathematics curriculum maps and daily lesson plans commensurate with established high priority areas.	reviewed by Principal and Executive Director; data meetings conducted by Principal and Executive Director; data meetings attended by Teachers; work product produced collaboratively			assessment	
17. Submit End of Year Report to Governing Board Members for progress towards goals stated in Academic Systems Plan.	What: evaluation of curriculum; adaption to address curriculum needs of subgroup populations Where: governing board How: report prepared by Principal and Executive Director; meeting attended by Board	Annually	Principal, Executive Director, and Governing Board	Student Achievement Assessment instruments. Student Achievement Assessment Data. Student Achievement Assessment Report.	No additional cost
18. Update Academic Systems Plan to include recommendations from governing board.	What: evaluation of curriculum; revision of curriculum; adaption to address curriculum needs of subgroup populations Where: school site How: plan revised by Principal and Executive Director	Annually	Principal and Executive Director	Academic Systems Plan.	No Additional Costs

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

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

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Develop 9th Grade Placement Tests for Reading and Mathematics to assess student proficiency of incoming 9th grade students.	What: data collection from multiple assessments Where: school site How: drafting, revising, editing and publishing by Executive Director	February 2016	Executive Director	9th Grade Placement Test for Reading. 9th Grade Placement Test for Math.	No additional cost
2. Administer 9th Grade Placement Tests. Strand analysis of data from 9th Grade Placement Tests in Reading and Mathematics to assess student proficiency and provide appropriate placement of incoming freshman in English and Mathematics courses.	What: data collection from multiple assessments; data collection and analysis for comparisons of student growth and proficiency from year to year Where: school site How: administration and analysis performed by Executive Director	March 2016 and ongoing through the enrollment period each year	Executive Director	9th Grade Placement Test Results for Reading. 9th Grade Placement Test Results for Math.	No additional cost
3. Develop benchmark tests for ELA, Mathematics, and Science courses aligned with curriculum to assess student proficiency and growth in each course.	What: data collection from multiple assessments Where: school site How: drafting, revising, editing and publishing by Executive Director	March 2016	Executive Director	Benchmark tests for English 1-2, English 3-4, English 5-6, and English 7-8. Benchmark tests for Algebra 1, Geometry, and Algebra 2. Benchmark tests for Chemistry 1-2, Biology 1-2, and Physics 1-2.	No additional costs

4. Summer Professional Development Week: English and Mathematics teachers will develop formative and summative assessments aligned with Arizona College and Career Readiness ELA and Mathematics standards and school's curriculum maps for ELA and Mathematics courses.	What: data collection from multiple assessments Where: school site How: training provided by Executive Director; training attended by English and Mathematics teachers; work product produced collaboratively	July 2016	Executive Director, English and Mathematics Teachers, and Principal	In-Service Agendas and Sign-in Sheets Professional Development Certificates. Curriculum Maps. Daily Lesson Plans with documented summative and formative assessments. Summative Assessments for ELA and Mathematics.	No additional costs (included in salaries for Teachers and Administration)
5. Administer benchmark tests in English, Mathematics, and Science. Strand analysis of data from Benchmark Tests in Reading, Mathematics, and Science to assess student proficiency and growth by subject area and subgroup populations in English and Mathematics courses.	What: data collection from multiple assessments; data collection and analysis that will allow comparisons of student growth and proficiency from year to year Where: school site How: administration performed by Teachers; analysis performed by Executive Director	Twice Quarterly	English, Mathematics, and Science Teachers and Executive Director	Benchmark Test Results for English 1-2, English 3-4, English 5-6, and English 7-8. Benchmark Test Results for Algebra 1, Geometry, and Algebra 2. Benchmark Test Results for Chemistry 1-2, Biology 1-2, and Physics 1-2.	No additional cost
6. Teachers will use Professional Learning Community (PLC) instructional planning days to examine disaggregated student data from Benchmark tests, evaluate ELA and Mathematics curricular effectiveness, revise Reading and Mathematics instructional strategies, and assess the level of success of student populations in Reading and	What: analysis of assessment data; adaption to address assessment needs of subgroup populations; data collection and analysis for comparisons of student growth and proficiency from year to year Where: school site How: PLC's facilitated by Executive Director, PLC's attended by Teachers; work product produced	28 days throughout the 2016-17 school year, and in subsequent years	Executive Director, Teachers, and Principal	Benchmark Test Data Sets for English 1-2, English 3-4, English 5-6, and English 7-8. Benchmark Test Data Sets for Algebra 1, Geometry, and Algebra 2. Benchmark Test Data Sets for Chemistry 1-2, Biology 1-2, and Physics 1-2. Revised Daily Lesson Plans for instructional priorities in Reading and Mathematics.	No additional costs

Mathematics.	collaboratively				
7. Each student will be guided in the development of their own Personal Education Plan (PEP) by their grade-level Faculty Advisors. Students will be expected to retain a copy of their PEP and the document will be used for setting goals, recording academic results and interventions, and planning for college and career.	What: adaption to address assessment needs of subgroup populations; data collection and analysis for comparisons of student growth and proficiency from year to year Where: school site How: PEP meetings will be conducted by Faculty Advisors and Executive Director	August, October, January, and May	Faculty Advisors and Executive Director	Individual PEPs given to students and copies provided to Faculty Advisors and Executive Director.	No additional costs (included in salaries for Teachers and Administration)
8. Formative Assessment based instruction will be conducted in every classroom each and every day. Students will be assessed on a minute-by-minute basis during instruction, where immediate assistance will be provided through the school's formative assessment instructional practices. (If deeper remediation is required, after school remediation will be prescribed by the teacher for the same day or as quickly as possible).	What: data collection from multiple assessments Where: school site How: formative assessment based instruction and remediation provided by teachers	Daily	Teachers	Daily lesson Plans with embedded Formative Assessment. Lesson Plan Review Form Snap-shot Form	No additional costs
9. Teachers report weekly grades and submit weekly student intervention logs. Grade-level Faculty Advisors	What: data collection from multiple assessments; adaption to address assessment needs of	Weekly	Teachers, Faculty Advisors, Executive Director, and Principal	Schoolmaster grading software and database. Grade Check Reports. Student Intervention Logs.	Schoolmaster grading software and database $1250 (Listed on line for SAIS Software)

review weekly grades and logs and prepare grade check reports to identify and assign students for remediation. Executive Director and Principal meet with students individually, as necessary, to ensure participation and success in assigned remediation.	subgroup populations Where: school site How: Grades and logs submitted by Teachers; Grade check reports and tutoring contracts prepared and distributed to students by Faculty Advisors; Tutoring support provided by Principal and Executive Director			Tutoring Contracts. Administrator/Student Tutoring Contract Meeting Form.	
10. After School Tutoring Program: Students will be assigned tutoring for up to 4-days per week to provide identified remediation in reading and mathematics in an individualized or small group setting.	What: adaption to address assessment needs of subgroup populations Where: school site How: tutoring provided at pre-assigned times by Teachers; teacher support provided by Executive Director	4-days per week throughout year	Teachers, Executive Director	Grade Check Reports. Tutoring Contracts. Student Intervention Logs.	No additional costs (included in salaries for Teachers and Administration)
11. Midterm and final grades submitted by teachers, reviewed by Executive Director, and released to students and their parents/guardians. Teachers will use Professional Learning Community (PLC) instructional planning days to review midterm and final grades for students that are failing classes and determine the appropriate interventions for next grading period.	What: data collection from multiple assessments; analysis of assessment data; adaption to address assessment needs of subgroup populations; data collection and analysis for comparisons of student growth and proficiency from year to year Where: school site How: grades submitted by teachers; grades reviewed and released by Executive Director; interventions produced collaboratively	Twice Quarterly	Teachers, Executive Director, and Principal	Schoolmaster grading software and database. Midterm/Final Grade Reports. Tutoring Contracts. Student Intervention Logs.	Schoolmaster grading software and database $1250 (Listed on line for SAIS Software)

12. Administer AzMERIT Tests in English and Mathematics. Strand analysis of data from AzMERIT Tests in ELA and Mathematics to assess student proficiency and growth by subject area and subgroup populations in English and Mathematics courses.	What: data collection from multiple assessments; data collection and analysis that will allow comparisons of student growth and proficiency from year to year Where: school site How: administration performed by Teachers; analysis performed by Executive Director	Twice Annually	Teachers and Executive Director	AzMERIT Test Results for ELA 9, ELA 10, and ELA 11. AzMERIT Test Results for Algebra 1, Geometry, and Algebra 2.	No additional cost
13. Teachers will use Professional Learning Community (PLC) instructional planning days to examine disaggregated student data from AzMERIT Tests, evaluate ELA and Mathematics curricular effectiveness, revise Reading and Mathematics instructional strategies, and assess the level of success of student populations in Reading and Mathematics.	What: analysis of assessment data; adaption to address assessment needs of subgroup populations; data collection and analysis for comparisons of student growth and proficiency from year to year Where: school site How: PLC's facilitated by Executive Director, PLC's attended by Teachers; work product produced collaboratively	Twice Annually	Executive Director, Teachers, and Principal	AzMERIT Test Data Sets for ELA 9, ELA 10, and ELA 11. AzMERIT Test Data Sets for Algebra 1, Geometry, and Algebra 2.	No additional costs
14. School Governing Board reviews progress towards goals stated in Academic Systems Plan.	What: analysis of assessment data Where: governing board How: report prepared by Principal and Executive Director; meeting attended by Board	Quarterly	Governing Board, Principal, and Executive Director	Quarterly Academic Systems Plan Report. Governing Board Meeting Agenda. Governing Board Meeting Minutes.	No Additional Costs
15. Submit End of Year Report to Governing Board	What: analysis of	Annually	Governing Board, Principal, and	Annual Academic Systems Plan Report.	No Additional Costs

Members for progress towards goals stated in Academic Systems Plan.	assessment data Where: governing board How: report prepared by Principal and Executive Director; meeting attended by Board		Executive Director	Governing Board Meeting Agenda. Governing Board Meeting Minutes.	
16. Update Academic Systems Plan to include recommendations from governing board.	What: analysis of assessment data Where: school site How: plan revised by Principal and Executive Director	Annually	Principal and Executive Director	Academic Systems Plan.	No Additional Costs

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

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

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Develop a Formal Evaluation Instrument for Classroom Teachers based on the Charlotte Danielson's Framework for Teaching Model. Develop a Formal Evaluation Instrument for Principals and Executive Directors.	What: evaluating instructional practices; providing analysis and feedback to further instructional quality and standards integration Where: school site How: drafting, revising, editing and publishing by Principal and Executive Director	February 2016 through April 2016	Principal and Executive Director	Classroom Teacher Evaluation Instrument. Administrator Evaluation Instrument.	No additional costs
2. Train teachers on	What: evaluating	September	Principal,	Professional Development Plan	No additional cost

Charlotte Danielson's Framework for Teaching Model.	instructional practices; providing analysis and feedback to further instructional quality and standards integration Where: school site How: training provided by Principal and Executive Director; training attended by Teachers	2016	Executive Director, and Teachers	In-Service Agenda and Sign-in Sheets Professional Development Certificates	
3. English and Mathematics teachers will identify priority-reading and priority-mathematics standards, strands and key vocabulary for each course ensuring consistency in what is taught through PLCs.	What: monitoring the integration of AZCCR Where: school site How: work product produced collaboratively	August 2016	Executive Director and English and Mathematics Teachers	English and Mathematics teachers will develop vocabulary lists for students. Reading and Mathematics Vocabulary Posters. Reading and Mathematics workshops - scheduled around priority standards and concepts.	Posters $100 (Listed on line for Office Supplies)
4. Provide the education team with Arizona's College and Career Readiness ELA and Mathematics Standards, and have each non-ELA and Mathematics teacher identify the Literacy Strands that will be integrated within their content areas: Science, Social Studies, STEM, Fine Arts, Physical Education, and Electives.	What: monitoring the integration of AZCCR Where: school site How: training provided by Executive Director; training attended by English and Mathematics teachers; work product produced collaboratively	August 2016	Executive Director, Teachers, and Principal	Instructional Units. Instructional Review Form. Course syllabi. Daily Lesson Plans. Daily Lesson Plan Review Form. Revised Daily Lesson Plans with Literacy Strands identified.	No additional costs
5. Executive Director will integrate combine teacher work on priority standards, concepts and key vocabulary to ensure consistency in what is taught across the curriculum and	What: monitoring the integration of AZCCR; providing analysis and feedback to further instructional quality and standards integration	August 2016 and ongoing through the year	Executive Director and Teachers	Cross-curricular plans for reading standards integration Cross-curricular workshops for reading standards integration implementations	No additional costs

will communicate integrate learning strategies through PLCs.	Where: school site How: plans prepared by Executive Director; workshops provided by Executive Director; workshops attended by Teachers				
6. Formative assessment based instruction will be conducted in every classroom each and every day. Students will be assessed on a minute-by-minute basis during instruction, where immediate assistance will be provided through the school's formative assessment instructional practices. Principal and Executive Director will provide analysis and feedback of formative assessment practice through Teacher Classroom Snap-Shots	What: evaluating instructional practices targeted to the needs of subgroup populations; providing analysis and feedback to further instructional quality and standards integration Where: school site How: formative assessment based instruction conducted by Teachers; analysis and feedback provided by Principal and Executive Director	Daily	Teachers, Principal, and Executive Director	Daily Lesson Plans embedded with Formative Assessment. Teacher Classroom Snap-Shot Form	No additional cost
7. The Principal and Executive Director will be highly visible in classrooms ensuring high quality instruction and accurate implementation of the Arizona College and Career Readiness Reading and Mathematics standards. Classroom observations made daily to verify lesson	What: evaluating instructional practices targeted to the needs of subgroup populations; providing analysis and feedback to further instructional quality and standards integration Where: school site How: feedback on instruction of lessons	Daily	Principal and Executive Director	Objectives posted in every classroom. Classroom Teacher Snap-Shot Form.	No additional cost

objectives are posted and that curriculum is aligned and implemented with fidelity to the Arizona College and Career Readiness Reading and Mathematics standards.	provided by Principal and Executive Director				
8. Weekly review of daily lesson plans and instructional units to ensure accurate implementation of Arizona's Common Core ELA Standards for Reading and Mathematics as well as other required lesson plan components. (HP's lesson plan format is a hybridization of Madeline Hunter's EEI with Bloom's Taxonomy, embedded Formative Assessment, and Gardner's Multiple Intelligences.)	What: monitoring the integration of AZCCR; providing analysis and feedback to further instructional quality and standards integration Where: school site How: daily lesson plans posted weekly by Teachers; daily lesson plans reviewed weekly by Executive Director and Principal; daily lesson plan feedback provided as needed by Executive Director and Principal.	Weekly	Executive Director and Principal	Daily Lesson Plans Daily Lesson Plan Review Form Instructional Units Instructional Unit Review Form Daily Lesson Plan Feedback Review Form	No additional cost
9. Formal evaluations of classroom teachers based on the daily observations, daily lesson plan feedback, teacher classroom snap-shots, and compliance with school academic and professional policies as detailed in the Staff Handbook.	What: evaluating instructional practices; providing analysis and feedback to further instructional quality and standards integration Where: school site How: evaluation performed by Principal or Executive Director	Twice Annually (November and April)	Principal and Executive Director	Staff Handbook Daily Lesson Plan Feedback Review Forms Teacher Classroom Snap Shot Forms Classroom Teacher Evaluation Instrument.	No additional cost
10. Formal evaluations of administrators based on performance and	What: evaluating instructional practices; providing analysis and	Annually (May)	Governng Board	Staff Handbook	No additional cost

compliance with school academic and professional policies as detailed in the Staff Handbook.	feedback to further instructional quality and standards integration Where: governing board How: evaluation performed by governing board				

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

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

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Develop rubric of staff learning needs to identify professional development priorities for the 2016-17 school year.	What: professional development aligned to learning needs and areas of high importance Where: school site How: drafting, revising, editing and publishing by Principal and Executive Director	February 2016 through April 2016	Principal and Executive Director	Completed Staff Handbook. Professional Development Plan containing 28 Professional Learning Community (PLC)/Instructional Planning days during the 2016-17 school year. Professional Development Calendar for 2016-2017	No additional costs (Staff Handbook is posted and distributed electronically)
2. Develop Staff Handbook that reflects Professional Development Plan for the 2016-17 school year.	What: professional development aligned to learning needs and areas of high importance Where: school site How: drafting, revising, editing and publishing by Principal and Executive Director	February 2016 through April 2016	Principal and Executive Director	Completed Staff Handbook. Professional Development Plan containing 28 Professional Learning Community (PLC)/Instructional Planning days during the 2016-17 school year. Professional Development Calendar for 2016-2017	No additional costs (Staff Handbook is posted and distributed electronically)

3. 3-day, summer SpringBoard curriculum materials and resources training for English and Mathematics Teachers. English and Mathematics teachers will also review ELA and Mathematics Curriculum Maps using the map rubric/qualitative evaluation tool to check for completeness and adherence to Arizona's College and Career Readiness Reading and Mathematics standards.	What: professional development aligned to learning needs and areas of high importance Where: school site How: training provided by Executive Director; training attended by English and Mathematics teachers; work product produced collaboratively	July 2016	Executive Director and English and Mathematics Teachers	Professional Development Plan In-Service Agendas and Sign-in Sheets Professional Development Certificates. Curriculum maps Copies of completed evaluations by teachers on the alignment of curriculum maps.	No additional costs
4. Summer Professional Development Week: English and Mathematics teachers will develop Arizona College and Career Readiness ELA and Mathematics instructional units, course syllabi and daily lesson plans. English and Mathematics teachers will receive special education and ELL requirements training.	What: professional development aligned to learning needs and areas of high importance; professional development that supports teachers of subgroup populations Where: school site How: training provided by Executive Director; training attended by English and Mathematics teachers; work product produced collaboratively	July 2016	Executive Director, English and Mathematics Teachers, and Principal	Professional Development Plan In-Service Agendas and Sign-in Sheets Professional Development Certificates. Course syllabi. Instructional Units. Instructional Review Form. Daily Lesson Plans. Daily Lesson Plan Review Form.	No additional costs (included in salaries for Teachers and Administration)
5. Teacher Pre-Service Week: Teachers will be provided training on the academic framework of the school, professional learning communities, trans-formative assessment, and	What: professional development aligned to learning needs and areas of high importance Where: school site How: training provided by Principal and Executive	August 2014	Principal, Executive Director, and Teachers	Professional Development Plan In-Service Agendas and Sign-in Sheets Faculty Professional Development Handbook	No additional costs

personalized education plans.	Director; training attended by Teachers				
6. School Calendar will include teacher planning time built into the day, four-days-per-week with Wednesdays reserved for PLC's. Teachers will develop, evaluate, and revise lesson plans that incorporate embedded formative assessment during their daily planning period. They will be provided feedback by the Principal and Executive Director.	What: supporting high quality implementation of learning strategies; providing monitoring and follow-up to support and develop implementation of learning strategies Where: school site How: Teachers develop lesson plans; Principal and Executive Director provide feedback on lesson plans; Teachers revise lesson plans based on feedback	4 days per week and ongoing throughout the year	Principal, Executive Director, and Teachers	School Calendar as approved by the Board. Curriculum Maps. Daily Lesson Plans with embedded Formative Assessment. Daily Lesson Plan Review Form. Daily Lesson Plan Feedback Review Form.	No additional costs
7. Teachers will be divided into Professional Learning Communities (PLC) based on content areas and will use PLC instructional planning days to work collaboratively towards the effective implementation of specific instructional strategies learned in professional development. School calendar will include 1 hour for PLC and 1 hour for instructional planning.	What: supporting high quality implementation of learning strategies; providing monitoring and follow-up to support and develop implementation of learning strategies Where: school site How: PLC's facilitated by Executive Director, PLC's attended by Teachers; work product produced collaboratively	28 days throughout the 2016-17 school year, and in subsequent years	Executive Director, Teachers, and Principal	Professional Development Plan School Calendar as approved by the Board. PLC Agendas and Sign-in Sheets Curriculum Maps. Daily Lesson Plans with embedded Formative Assessment. Daily Lesson Plan Review Form. Daily Lesson Plan Feedback Review Form.	No additional costs
8. Train teachers on Charlotte Danielson's Framework for Teaching Model.	What: professional development aligned to learning needs and areas of high importance Where: school site How: training provided by	September 2016	Principal, Executive Director, and Teachers	Professional Development Plan In-Service Agenda and Sign-in Sheets Professional Development Certificates	No additional cost

	Principal and Executive Director; training attended by Teachers				
9. Title I teachers will participate in professional development training for implementation of interventions in reading and mathematics.	What: professional development aligned to learning needs and areas of high importance; professional development that supports teachers of subgroup populations Where: Professional Development sites How: training attended by Teachers; training determined by Executive Director	October 2016 and ongoing	English and Mathematics Teachers	Professional Development Certificates	Professional Development Training $600 (Listed on line for AIS-Professional Development)
10. Train teachers on "Flipped Classrooms" through PLCs.	What: professional development aligned to learning needs and areas of high importance Where: school site How: training provided by Principal and Executive Director; training attended by Teachers	November 2016	Principal, Executive Director, and Teachers	Professional Development Plan In-Service Agenda and Sign-in Sheets Professional Development Certificates	No additional cost
11. Train teachers on Project-Based Learning through PLCs.	What: professional development aligned to learning needs and areas of high importance Where: school site How: training provided by Principal and Executive Director; training attended by Teachers	January 2017	Principal, Executive Director, and Teachers	Professional Development Plan In-Service Agenda and Sign-in Sheets Professional Development Certificates	No additional cost
12. Train teachers on	What: professional	February	Principal, Executive	Professional Development Plan	No additional cost

Cooperative Learning through PLCs.	development aligned to learning needs and areas of high importance Where: school site How: training provided by Principal and Executive Director; training attended by Teachers	2017	Director, and Teachers	In-Service Agenda and Sign-in Sheets Professional Development Certificates	
13. Teachers complete survey regarding effectiveness of PLCs, professional development training, administrative support and areas/skills requiring additional training. Principal and Executive Director review surveys to identify professional development needs, evaluate the implementation of strategies learned in professional development; and provide support for continued implementation of strategies learned in professional development	What: professional development aligned to learning needs and areas of high importance; supporting high quality implementation of learning strategies; providing monitoring and follow-up to support and develop implementation of learning strategies Where: school site How: surveys completed by Teachers; surveys prepared and reviewed by Principal and Executive Director; plan prepared by Principal and Executive Director based on review of surveys	Twice Annually	Teachers, Executive Director and Principal	Professional Development Surveys Professional Development Plan for following year	No additional cost
14. Update Academic Systems Plan to include professional development needs identified by teachers.	What: professional development aligned to learning needs and areas of high importance; providing monitoring and follow-up to support and develop implementation of learning strategies Where: school site	Annually	Principal and Executive Director	Academic Systems Plan	No Additional Costs

	How: plan revised by Principal and Executive Director				