Ira H. Hayes Memorial Applied Learning Center High School
Renewal Framework Response

Ira H. Hayes High School has been providing secondary education since the year 2000. I was hired in December of 2013 to provide accountability and leadership. Ever since my arrival, we have communicated to the students about our new motto: Change, Advancement, and Leadership.

There are several factors that dictate the success of most high schools: Attendance Rate, Graduation Rate, Dropout Rate, and AIMS Scores. With Ira H. Hayes, those factors are noticeable, but we are determined to mentor and coach students so they may succeed in life. The data below describes the current status of Ira H. Hayes High School.

Current factors:

Attendance Rate	73%
Graduation Rate	44%
Dropout Rate	29.8%
Free/Reduced Lunch	90%
Student behind credits at least 1 year	26 out of 66 40%
Teenage Mothers on campus	6 total

These factors prevent students from experiencing a unique high school education. Regardless of the above factors, we will persevere. We know that it is a difficult task, but nothing is impossible when we all have a common goal. The first factor we had addressed to the community, parents, and students was attendance**.** Students will never get an adequate education if we continue to support 73% attendance rate. Our goal is to reach 90% by the end of spring semester. Once we change the attendance rate to 90%, graduation rate will increase and dropout rate will decrease.

We are in the last quarter of the school year and we made some positive strides since December. We had 100% participation on the AIMS Writing and 98% participation on the AIMS Reading. This task took planning and preparation. Before AIMS, we sent letters homes and we talked to students about the importance of both tests. We attended community meeting and expressed our concerns to town council members about attendance and AIMS Testing. Furthermore, we purchased School Reach, an automated phone message that calls parents within seconds. This system will help Ira H. Hayes High School with parent communication and attendance.

Lastly, Galileo and AIMS scores will continue to provide rich data that will dictate the outcome of Ira H. Hayes High School. This data has valuable meaning because it allows administration and teacher to prepare in advance. In order to be effective with this data, we will set Strategic Plans so we can monitor progress and modify as needed.

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School Growth 1a. SGP

Table 4: Average Student Growth Percentile by Race/Ethnicity

	2011		2012	
Ethnicity	**Reading**	**Mathematics**	**Reading**	**Mathematics**
Asian	55.97	57.77	57.13	59.27
African American	48.01	48.87	48.90	49.82
Hispanic	49.23	49.69	49.38	49.78
Native American	44.68	46.70	45.37	47.94
White	50.66	49.74	51.37	50.78
Total	**49.74**	**49.74**	**50.29**	**50.44**

Curriculum

Math- Our school uses the Arizona State Standards and the Common Core standards to create our curriculum by course. We do not have an established text book by course but do incorporate A+ and an AIMS prep program to supplement the instruction. Training and in-services were done to provide support to classroom teachers on how to utilize standards in the classroom. We have seen a decline in overall math scores according to Galileo and AIMS testing results. Since last year we have replaced the math teacher. The following are areas the data has been disseminated by Galileo and AIMS data:

- Galileo data indicates that the average math score for the 62 students who completed the exam was (12.3 points) 27.3%. The prior year in January our average points were 12.25 and in April the average points for all students were 14.18.
- For sophomores for last spring on the AIMS math portion, the average score was 34%.

Reading—

First semester we had to hire a new English Language Arts instructor for our students. In December we had to replace the new teacher with a long term sub and begin interviewing. The first individual had a working knowledge of our student demographics and comes from a strong background of reading instruction. Our overall reading scores went down last year from the prior year.

Below indicates data collected from Galileo (Also see Chart in appendix A):

- Galileo data indicates that the average reading score for the 61 students who took the test was a 15.53 points or a 35%.
- For our Sophomores last spring they scored an average of 39% on the reading portion of the Aims test
- On the Galileo test given again in February

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In terms of a designated curriculum for reading in our 9th through 12th grade we do not have a set reading or literacy program except for the Arizona State College and Career Readiness Standards. We had begun first semester a reciprocal reading program that provides students with literary excerpts of great works and allows them to work on fluency and comprehension to increase reading scores. Our highest score in reading for the 10th graders was in functional text (52%) and we will build on that while focusing on the comprehension and elements or literature through our new program. Second semester we have focused on A+ Learning Systems for our remediation of our students.

A+ Learning System was begun in December as a remediation tool for all students. After completing a program of study for all students at the start of second semester, a master schedule was created to determine the classes each student needs to graduate on time. Students were placed in classes based on ability and need to catch them up academically. AIMS buckle downs are also being used to help prepare students for content they will encounter on the AIMS test. The Buckle Down closely aligns with the AIMS blue prints for reading as provided by the Arizona Department of Education and teachers are able to adapt instruction targeting weighted categories. We do require our teachers in non-core subjects to teach reading in their content areas to enhance the functional and expository emphasis at this grade level. Our Art class (a highly visual class that appeals to our demographics significantly) does much reading on Art History to meet this requirement this year. The science and social studies books contain a variety of expository and functional texts that align with Arizona state and common core standards.

A+ Individual Lesson Design

A specific approach was developed for each lesson based on scientific research. That approach is as follows:

1. Each lesson carefully orients students to what they will learn.
    - Specific steps are taken in each lesson to gain the student's attention.
    - Specific steps are taken to orient the student within the lesson. The most important aspect of this orientation is to help the student connect the idea of the lesson to previous learning.
2. Each lesson provides clear and focused instruction.
    - The text is focused.
    - One concept/idea is presented per page.
    - Each lesson is intended to convey one major concept.
3. Each lesson routinely provides feedback and reinforcement directly to the student.
    - During the lesson, students receive immediate feedback to practice test questions.
    - After the lesson, a progress report is available to the student.
4. The *A+LS* instructional programs routinely review and re-teach as necessary.
    - The *A+LS* instructional programs provide a means for students to review and repeat lessons. Review and repetition of lessons is under the control of teachers.
    - The *A+LS* instructional program's design is to assure student mastery.
    - Tools for students to toggle back and forth from the Study Guide pages are provided.

With this scientific-based instructional design, instructional content is approached systematically. Core content knowledge is developed to support the learning of essential skills and the application of those skills to higher-level learning and critical thinking.
Through the balance of this document, the course content of the *A+nyWhere Learning System* will be described. The basis from which each of the subject areas was developed will be discussed, as will both the direct uses and extended uses of our curriculum content. Each curriculum title has a corresponding Curriculum Planning Manual (CPM) that provides a listing of all lessons and a full description of the lesson contents.

Last year:

- On AIMS 60% of our FAY 11th graders were successful in reading.

Instruction

At Ira H. Hayes Memorial Applied Learning Center there is a specific process used to evaluate the effectiveness of Reading and Math instruction provided by instructional staff. This process is defined and explained before each school year begins so that instructional staff understands what is required of them in terms of aligning their instruction to Arizona State Standards and Arizona Common Core Standards . The following will describe the process that is in place:

- Before school begins in the fall, teachers are trained on the expectation of documenting and posting all standards in kid friendly language in their rooms as they are working on mastery.
- Before school begins teachers are instructed on the requirements for lesson plans and the procedures for submitting them to the principal on a weekly basis. All lesson plans are required to align to Arizona State Standards or Arizona Common Core Standards listed under the subject they are teaching and are checked periodically for accountability. Teachers' lesson plans are compiled in a binder kept in the principal's office for reference and for accountability purposes.
- Teachers are required to list the standards they will be teaching for that day somewhere in their classroom in language that would be familiar to the student. The standard code is also suggested for evaluation purposes.
- Informal pop-ins are done bi-weekly for each teacher and cross checked with their lesson plans to verify standards being taught. Evaluations ensure rigor of instruction and monitor basic class management skills.
- One formal evaluation is done per school year, fall and spring. The formal evaluation reviews an extended period of time, documenting teaching methods and practices as well as student attendance and student achievement as defined by students Galileo results.

Teachers are monitored on their instruction through the collection of lesson plans and the frequent walk through conducted by the Principal. Classes are observed for on task behavior and

rigor of the instruction. Formal Evaluations were conducted in March and a review with the teachers will happen in the beginning of April.

Assessment

There are several different methods of evaluating student growth within each grade level as it pertains to reading and math.

- **AIMS--**During the summer before school begins AIMS data is analyzed, copied, and prepared for each teacher. Students who fell far below or approached in math or reading are highlighted for each teacher and administration. Special attention is given to the specific data listed on the student profile to target concepts that were not mastered. This also assists in developing curriculum for the school year. These specific student attributes are also used when discussing intervention services.
- **Galileo--C**lassroom teachers are using Galileo, an online assessment-based program that closely aligns with the AIMS test to establish benchmarks in Reading and Math. An assessment calendar was created before the school year began establishing when benchmarks would be given. (pre- test, benchmarks 1,2,3, and post- test).Each assessment is different and once completed provides the classroom teacher with useable data meant to target areas needing improvement. A report called *Individual Student Profile* provides a risk assessment that the teacher can use to individualize and differentiate instruction. Teachers then target individual student needs based on the data collected and compiled. This is compared to the previous year's AIMS data so that focus can target standards that need to be mastered for identified students.

Professional Development

The Educational Center of Gila River Indian Reservation requires that all teachers participate in training during the summer. In addition to the mandatory summer training for teachers the tribe also asks all leaders in the schools on the reservation to attend monthly collaboration meetings to discuss issues and solutions. The AIMS data shows grades combined for Ira H. Hayes Memorial Applied Learning Center. We have identified issues and concerns within all areas. The principal met with the testing coordinator as well as teachers to review the data and design professional development plans to increase student learning.

After looking at the data, a survey was created and sent out to all teachers and instructional staff designed to give them a listing of professional development topics of focus based on the data that was analyzed from AIMS scores. Once teachers submitted their feedback, professional developments were targeted to meet the needs of high interest as it related to AIMS data and student needs.

Various professional development in-services were done on site as well as off-site individual teacher trainings and workshops. Topics include: ELL focused trainings, Common Core

trainings in reading and math, Maximizing Active Participation and Language Learning of ELL students, Interactive Vocabulary Strategies, Para Reading conference, and three separate trainings on Galileo best practices and effective use of data. The remaining in-services of the school year are focused on vertical alignment with Common Core standards and how they will be applied at Ira H. Hayes Memorial Applied Learning Center.

1b. SGB Bottom 25%

At the beginning of the school year, AIMS data was compiled and the bottom 25% students were identified. AIMS scores for reading and math, were then copied and given to the general education teacher, the special education department, and the Administration as well as the Governing Board in preparation for providing in-classroom and pull-out intervention services. Students who are currently in special education are receiving specialized individual interventions in reading and in math as it aligns with their IEP. The AIMS data helps to guide that instruction. Students who do not qualify for special education services are then identified to receive additional services in reading and math. Our teachers are identifying students at risk for failing and creating tutoring sessions for those students during their prep hours. Currently Math and Language Arts are taught for an extended period and tutoring is offered by two teachers during the day for those identified as needing it.

A team comprised of administration, special education and the general education teachers meet and determine if intervention services that are deemed to be the best course of action in helping the student be more successful. AIMS data is used and analyzed to view areas of concern. Shortly after the meeting all classroom teachers help to administer a Galileo benchmark assessment which is analyzed and compared against the AIMS data for the bottom 25% students. Inconsistencies in identified areas of need are established and students are then acknowledged and selected to receive additional instruction and intervention services. The general education teacher also utilizes comparison data and works with that student within the general education classroom setting and coordinates instruction with the interventions.

One of the identified areas of concern was student attendance. The average attendance rate first semester was 60%. Even attendance at standardized assessments has been below the required number. Second semester has seen an increase in attendance by the students including a 100% turn out for the AIMS assessment in February. Attendance is vital to our success and we have focused on it heavily this year.

Curriculum

An intervention curriculum entitled A+ Learning System was purchased for reading and math during the 2013-2014 school year to assist the math and language arts teachers in bridging the learning gaps with the bottom 25% students, as well as students identified by teachers as needing assistance. This curriculum provides assessments, remediation and reinforcement in reading and math that aligns with Arizona state standards.

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In 2012-2013, our district switched to a benchmark assessment product entitled *Galileo* as we felt it was user-friendly and offered accurate data. Currently, we collect the data on all of our students using the most recent Galileo benchmark assessment and a copy of last year's AIMS results for reading and math. The scores are compared and individual skill risk assessments are created to help guide instruction within the classroom. The classroom teacher is advised as to what focus needs to be for their individual student. Other supplemental materials are used based on the skills being taught.

An area of concern that we recognize is that in reading, we do not have a specific curriculum. As mentioned previously classroom teachers are using a variety of materials that have been assembled over time. The supplemental material provided Buckledown and Edhelper help to provide current and modern materials, specifically expository and functional text.

One decision our curriculum committee made during the 2011-2012 school year was to not purchase a new curriculum until various curriculum companies had time to update and modify their products to match the new Common Core standards. The curriculum committee is continuing to review a reading curriculum that will meet the needs of our campus. Currently, teachers are adapting materials that have been compiled and focusing on current state standards.

In regard to math curriculum targeting the bottom 25%, classroom teachers are using AIMS Buckle Down and the A+ computer based curriculum. Galileo data is used to analyze low academic areas and current curriculum is used to target intervention. Bottom 25% students who are identified for intervention services receive specific Galileo custom quizzes and assignments, and specific created lessons based on the strand of focus.

We disseminated the AIMS data to give us the current Lexile score of all students. This information allowed us to see how close we were in being successful on AIMS and create a true false statement in regards to our student's ability to read at a level necessary to be successful at the Common core. This information was given to teachers in October at an in service and explained.

First Name	Grade	FAY	SUBJECT	Performance	Raw Score	Scale Score	Lexile	PY_SGP
CARLIE	11	0	Read	A	22	662	FALSE	
SADANIEL	11	0	Read	A	21	658	FALSE	2
THEA	10	1	Read	A	19	650	FALSE	
RUBEN	10	1	Read	A	14	628	FALSE	
JUSTIN	12	0	Read	A	14	628	FALSE	
GABRIELLE	10	1	Read	M	33	703	TRUE	
CIPRIANA	10	1	Read	A	14	628	FALSE	
THERESA	12	1	Read	A	17	641	FALSE	
MARIAH	11	0	Read	FFB	12	618	FALSE	
GARISHA	11	0	Read	A	15	633	FALSE	

BRANDON	12	0	Read	A	15	633	FALSE	
APRIL	10	0	Read	FFB	11	613	FALSE	
DELENO	11	1	Read	M	29	688	TRUE	51
SERENA	10	1	Read	A	25	673	FALSE	
MARIA	11	1	Read	A	15	633	FALSE	
SELENA	10	1	Read	M	27	680	TRUE	
ANTHONY	10	0	Read	FFB	11	613	FALSE	
ANGEL	10	1	Read	A	23	665	FALSE	
CALVIN	12	1	Read	A	15	633	FALSE	
PAULETTE	12	1	Read	A	18	646	FALSE	
DEKE	11	1	Read	A	19	650	FALSE	
REESE	10	1	Read	FFB	12	618	FALSE	
STEVEN	12	0	Read	A	20	654	FALSE	
TYSON	11	0	Read	A	16	637	FALSE	
ANTONIO	10	1	Read	A	18	646	FALSE	

Instruction

This school year a list of our bottom 25% of students was compiled and given to every grade level teacher. This includes our special education. This school year focus was given on planning and implementing instruction to the bottom 25% students at the general level and through interventions within the classroom and included pull-outs and special education.

In the intervention program, highly qualified teachers and the Special Education coordinator worked with students using the *A+* and Buckle down curriculum in reading and math, attempting to bridge the gaps in learning based on what was indicated by the previous year's AIMS scores. Two highly qualified teachers were doing the crux of the instruction with the coordinator overseeing the program and developing the interventions to be taught. Grade level curriculum were observed and planned around in order to target instruction for each grade level. Assessments within the curriculum were used to track progress as to indicate if students were mastering the standards of focus. What was noticed is that the bottom 25% students were not advancing at a steady pace and classroom teachers began to wonder if the interventions being provided were affective. After careful observation of the intervention program a paradigm shift was developed to change the way students were being serviced and how students were being referred. The following changes were made and began 2013/2014 school year:

- Highly qualified teachers now provide direct instruction to all students serviced in reading and math. A new highly qualified math teacher was hired to assist in the coordination with direct instruction.
- A compliance coordinator was hired to monitor classroom behavior and provide immediate and effective interventions to stop the disruption of instruction.
- Galileo has been implemented as the primary method of intervention. Buckledown and A+ are also used.

- The bottom 25% students are targeted first based on their needs in reading and math. However, teachers can still refer students to interventions once an established criterion for referral has been met.
- Students are assigned an A+ assessment to complete which prescribes assignments based on need.

Assessment

Several methods are used in developing instruction for the bottom 25% students. Each assessment method is done within the general education classroom as well as in intervention pull-out programs such as special education and interventions. The following are the primary assessments used in assisting teachers in planning instruction for the bottom 25% students:

- **AIMS--**The AIMS assessment, specifically the individual student profile, is the primary source of data used to target instruction. The bottom 25% of student scores are pulled during the summer and comparisons are made in developing a plan of action for each student. Any standard indicated as falling far below or approaching is highlighted and referenced in planning for intervention services. A current AIMS blueprint is used to determine priorities in instruction and compared to grade level curriculum maps.
- **Galileo--**Although, Galileo was not used to its fullest at the beginning of the year due to lack of training, it has now become another primary tool used to target instruction for our bottom 25% students. Galileo is designed to align closely to the AIMS assessment and provides the general education teacher and interventionists with information on how student are doing. It also provides an intervention alert plan designed to give teachers insight on what standards to target first. Teachers can create quizzes or assignments for students that directly correlate with the standards in which they need assistance. Four benchmark assessments are given before AIMS testing in April, allowing teachers and other departments to track progress or note areas that need re-teaching. Galileo is designed to show mastery as 75% understanding which also aligns to the AIMS grading scale of falling far below, approaching, meets, and exceeds.

Professional Development

In regard to professional development, there have been several specific opportunities available for classroom teachers that assisting targeting and providing supports to the bottom 25% students. As mentioned in a previous section, a professional development survey was sent out after AIMS data was analyzed. A list of topics was chosen that aligned with needs indicated by AIMS. Classroom teachers and interventionist selected topics and submitted their surveys to administration and professional development opportunities were chosen based on teacher feedback. Listed below are some of the results chosen by teachers:

- Adapting to Common Core Standards
- Teaching Math to Students with Cognitive Disabilities
- Creating Targeted Interventions
- Using Data to guide Instruction

Out of these above listed topics Arizona Common Core professional developments (train the trainer) were lined up for reading and math for this year. An in-service focused on working with at risk students was provided and three separate in-services on how to use Galileo have been completed. The Galileo trainings focused on how to use the data to target instruction for classroom teachers. Teachers were able to look at numerous reports designed to help them focus in instruction on areas indicated in Galileo as areas of struggle.

A new professional development strategy is being assessed to better select topics of focus based on what previous AIMS data and teacher feedback provides. The professional development survey has been sent out recently after AIMS data was analyzed and topics will align more to what the data indicates as specific needs. For example, AIMS data indicates that the bottom 25% students showed decline in math and decline in reading. This would indicate that additional trainings or in-service opportunities for reading and math would benefit those teachers and interventionist. A Galileo posttest will also provide valuable data in assessing projected professional needs for targeting the bottom 25% student needs.

2a. Percent Passing

In looking at percent passing with AIMS the following data indicates where we currently are as a school. We recognize that we need to improve in several areas in effort to increase percent passing on AIMS.

- In math our school average for the last three years was 5% passing with meets plus exceeds. Last year was 0%
- In reading our school average for the last three years was 40% passing with meets plus exceeds.

Grade	Reading	Mathematics
10	20 %	0 %
11	60 %	0 %
12	40 %	0 %
Percent Passing -- All Students[1]	15 %	

Curriculum

Currently there are several types of curriculums being used in the classroom in preparation for AIMS testing in math. As mentioned previously, A+ is used as a supplement to help students prepare for the skills necessary to be successful on the Arizona State standards. This program is contains content built from the standards to help students prepare for the AIMS. It is a computer based curriculum program that gives students instant feedback and instant remediation in all areas identified as not yet mastered. There is extensive practice and review to help students

prepare. Finally, teachers rely heavily on AIMS Buckle Down for math and reading as they align very closely with AIMS. In addition, Galileo provides the ability to create quizzes and assignments that align with the state standards.

In reading, teachers are relying heavily on AIMS Buckle Down for reading instruction in addition to the A+ Learning Systems. AIMS Buckle Down simulates what might appear on AIMS testing very closely and provides students with a variety of functional, expository, and literature. Galileo is also being heavily used by classroom teachers as it allows teachers to create assignments and materials that align directly with standards indicated as trouble areas.

A+LS Reading and Language Arts courseware provides instruction through multiple modalities and alternate forms of instruction.

a. Instruction through text is the primary teaching modality in *A+ LS*. This is intentional in that a chief goal of literacy is the ability to read. The textual presentation is augmented by audio instruction throughout much of the Language Arts curriculum. There is extensive use of simultaneous audio and text instruction in the first through third grade level lessons.

b. Illustrations are used to supplement and complement text and enrich the learning experience. Graphics are designed specifically to avoid distracting students from the written word. As mentioned previously, the primary emphasis is on teaching essential literacy and the ability to read.

3. The *A+LS* Reading modules teach, assess, and report each student's progress in learning many of the essential early literacy skills described by the National Reading Panel. There is sufficient material so students can work on each lesson 2 to 3 times with minimal repetition of material.

4. *A+LS* offers tutorials, direct instruction, and practice activities in the context of additional passages of literature to reinforce phonemic awareness, vocabulary development, and reading comprehension.

Instruction

Once a week minor observations are done to verify instructional goals are being taught in reading and math. These smaller observations are done periodically throughout the weeks to monitor for accuracy in teaching academic standards. If inaccuracies are noticed, feedback is provided quickly so that the teacher can get back on track. Lesson plans are submitted on Monday for that week and instructional standards are checked for accuracy. Instructional goals are to be listed in every classroom concerning what is being taught so that accuracy can be verified easily. Task stream is used to submit lesson plans electronically as well.

Galileo can also provide useable data to see if students are on pace. If a class is falling behind, Galileo can provide an intervention assessment to help the teacher target priorities as it pertains to prepping for AIMS. The principal monitors each class's progress through an administrator dashboard in Galileo. Teachers were notified at the beginning of the school year that Galileo data usage would factor into their performance evaluations. Failure to use data in the planning and implementation process of instruction would result in a lower performance evaluation. One of the formal evaluations is done towards the beginning of March so that teachers have time to make any changes before AIMS testing.

Assessment

- **Galileo--**Galileo is the primary method of assessing student performance in reading and math. The administrator dashboard allows the principal to observe how classes are doing according to the most recent benchmark assessment. This data can help in decisions on professional developments that may assist in preparing teachers for AIMS testing. For example, after the second benchmark assessment it was determined that growth was not happening school wide as quickly as needed to best prepare our students so it was decided by a data review team (administrator, teachers, Special Education) that teachers would double up their lessons in math then reading throughout the day by teaching cross-curricular. Teachers are providing two blocks of math and reading a day and still continuing to meet content objectives in other subjects.
- **AIMS Test Prep Materials--**AIMS Buckle Down is very helpful in assessing where students are in preparation for AIMS. Teachers are able to assess students in sections of the AIMS Buckle Down and monitor progress. Practice AIMS tests can also be downloaded from the state webpage and used as practice guides. In addition, our AIMS testing coordinator received a disk that contains a multitude of resources that our classroom teachers are using to progress monitor. Bi-weekly grade level checks are done with each teacher to see how classes are progressing and what supports can be provided.

Professional Development

This school year, several professional development opportunities have been offered that would assist teachers in preparing their students for AIMS testing in reading and math. The most relevant to date have been the three professional developments focused on the Galileo assessment program. The first professional development provided an introduction to Galileo and its function. Teachers walked through some of the reports and data that could be gathered out of Galileo from the benchmark reports. The second and third professional developments specifically focused on pulling out intervention reports for classes or specific students. This information is helpful because by design Galileo closely aligns to the AIMS test and gives student practice with academic standards through benchmark testing.

As mentioned in a previous section, one area of school improvement is selection of professional development. The system in place will be adapted to align more with what AIMS results demonstrate from year to year. Professional development opportunities will be selected from what is available as it pertains to student growth in math and reading.

2b. Composite School Comparison

We are working with a demographic of student who is the most at risk in the State of Arizona. In the report published by the state after the 2011-2012 (most recent) Aims analysis it was discovered that American Indian students were by far the lowest scoring students on all standardized tests in all grades. The report required yearly by Indian Education Annual Report 2012 Native_American_Education_2012 official Pursuant to *A.R.S. §15-244*, the Arizona Department of Education (ADE) compiled and analyzed information regarding public school performance for Native American students in Arizona. *A.R.S. §15-244* requires public school districts with tribal lands located within their boundaries to submit a brief annual report to the ADE. These reports include the following elements:

1. Student achievement (with results disaggregated by race/ethnicity) as measured by a statewide test approved by the state board

2. School safety

3. Dropout rate

4. Attendance

5. Parent and community involvement

6. Educational programs that target Native American pupils

7. Financial reports

8. The current status of federal Indian Education policies and procedures

9. School district initiatives to decrease the number of student dropouts and increase attendance

10. Public school use of variable school calendars

11. School district consultations with parent advisory committees

The results are consistent in that American Indian students in High School math had a 35% average passing rate to the state average of 62% and an average passing rate in reading of 50% to a state average of 83%. Our average passing rate of 39% in reading and 34% passing rate in math is not significantly low compared to the state average for American Indians.

Current Percentages based on AIMS results

Reading					
	Exceeds	**Meets**	**Approaches**	**Falls far below**	**Passing**
American Indian/Native Alaskan					
2011	3	58	30	9	61
2012	3	61	29	6	64
All Students					
2011	13	67	16	4	80
2012	12	70	15	3	82
Math					
American Indian/Native Alaskan					
2011	9	32	16	44	41
2012	8	33	17	42	41
All Students					
2011	23	41	12	24	64
2012	23	41	12	24	64

Curriculum

Our school is focusing this year more on addressing learning styles and needs of individual students. Our unique "small town" location, cultural differences and unique needs of our students have led us to focus more this year in both reading and math instruction on a more visual learner. Our Art program has been an award winning program for years with many students and lends itself to creating a visual style that appeals to our demographics. Our entire curriculum is based on the Arizona State Standards. Our science students have travelled the country participating in science fairs broadening their experiences but more importantly creating buy in to education and graduating.

There are several types of curriculums being used in the classroom in preparation for math. As mentioned previously, *A+* is used as a supplement to help students prepare for the skills necessary to be successful on the Arizona State standards. This program contains content built from the standards to help students prepare for the AIMS. It is a curriculum based curriculum program that gives students instant feedback and instant remediation in all areas identified as not yet mastered. There is extensive practice and review to help students prepare. Finally, teachers rely heavily on AIMS Buckle Down for math and reading as they align very closely with AIMS. In addition, Galileo provides the ability to create quizzes and assignments that align with the state standards.

In reading, teachers are relying heavily on AIMS Buckle Down for reading instruction. AIMS Buckle Down simulates what might appear on AIMS testing very closely and provides students with a variety of functional, expository, and literary text for students to read. Galileo is also being heavily used by classroom teachers as it allows teachers to create assignments and materials that align directly with standards indicated as trouble areas.

Instruction

We are providing instructional strategies to our staff during trainings that focus on the needs of our students. These strategies include cooperative learning groups, providing thorough explanations to the importance and validity of the assigned tasks and allowing for understanding of the importance of wait time to account for the quiet reflection of students. Our reading instruction has been changed this month in particular to a strategy entitled reciprocal teaching. This five step process follows a predict, read, clarify, question, summarize model that allows for a standard used with all reading instruction taught in every class.

This year we have changed our schedule in response to our lower scores last year. We have increased time for both Mathematics and English Language Arts instruction as well as extend the classes from an experimental half credit, 9 week block schedule focus last year to a semester long half credit focus this year. The results are already evident in the classroom environment and focus of the students. The main issue with the block scheduling was the lack of instruction to teachers on how to manage a larger time block while instructing. Teachers are back on track this year with scope and sequence and their pacing. This year we have hired a compliance official to address the issue of classroom management and attendance. These were determined to be the biggest disruptions to the educational process and were deterrents for quality instruction. We have seen a decrease in student disruption and an increase in attendance. This year however, in the first 40 days, we have had five dropouts.

Assessment

- **Galileo--**Galileo is the primary method of assessing student performance in reading and math. The administrator dashboard allows the principal to observe how classes are doing according to the most recent benchmark assessment. This data can help in decisions on professional developments that may assist in preparing teachers for AIMS testing. For example, after the second benchmark assessment it was determined that growth was not happening school wide as quickly as needed to best prepare our students so it was decided by a data review team (administrator, teachers, Special Education) that teachers would double up their lessons in math then reading throughout the day by teaching cross-curricular. Teachers are providing two blocks of math and reading a day and still continuing to meet content objectives in other subjects.

- **AIMS Test Prep Materials**--AIMS Buckle Down is very helpful in assessing where students are in preparation for AIMS. Teachers are able to assess students in sections of the AIMS Buckle Down and monitor progress. Practice AIMS tests can also be downloaded from the state webpage and used as practice guides. In addition, our AIMS testing coordinator received a disk that contains a multitude of resources that our classroom teachers are using to progress monitor. Bi-weekly grade level checks are done with each teacher to see how classes are progressing and what supports can be provided.

Professional Development

Professional development has been identified as a huge need at our campus to increase student achievement. We have a monthly professional development meeting and have trainings prior to the beginning of school. Gila River Tribal Education Department has a mandatory training each summer that provides training to all teachers on the Gila River Indian Reservation. These mandatory trainings have high value and are worth teacher continuing education training. Last spring the staff attended a four day workshop on the Fort McDowell reservation for the Mega Conference on Common Core training.

2c. Subgroup ELL

We currently have no one identified as ELL. We have an issue with our demographics being willing to admit any language other than English in the home. We are working with our registrar to overcome this.

2c. Subgroup FRL

In regard to FRL, the majority of our campus falls into this category. This means that the majority of these students are also within the Interventions, and Special education subgroups. The following is a breakdown of those numbers for each category:

- 100% of our student body qualifies for Free and Reduced lunch.
- 75% of Ira H. Hayes Memorial Applied Learning Center students are being serviced by the intervention teachers.
- 13% of Ira H. Hayes Memorial Applied Learning Center students are being serviced by the Special Education department.

As a result many of our intervention efforts have been targeted to meet the needs of these students who qualify. We do not have a healthy school in terms of attendance and effort. Our students are at risk learners whose attendance is sporadic and skills and abilities are lacking in basic concepts. We have hired a compliance officer who is working diligently on creating greater attendance rate and a less disruptive learning environment. Due to the new rules and the stricter codes of conduct the classroom environment and culture have been much improved this year. We have implemented awards assemblies to increase student attendance and to celebrate

student achievements. We have increased supervision of the campus and expanded the interaction between our school and the community to increase involvement of the different district on the reservation and the parents. Our administration has conducted presentation to 3 of the 6 districts to gain more buy in by stakeholders.

Curriculum

A majority of our campus qualifies as free and reduced lunch therefore many of the items concerning curriculum have already been mentioned in previous sections. We recognize the need to improve in acquiring a better overall school curriculum program and are currently looking at options that are out there that align with Arizona Common Core standards in reading and math. Our curriculum committee is evaluating two to three options per subject and will look to point out several characteristics to our school board before purchase will be considered. The following questions are what the committee will be asking:

- How closely does this math or reading curriculum align to Arizona Common core standards?
- What does data show in terms of effectiveness in using the proposed curriculum?
- Will the curriculum work with each subgroup within our school community or will other pieces need to be adapted to fit?
- What is the total cost to transition school wide?
- What curriculums are local schools and district using and are they successful?

Once these questions have been answer they will be presented to the principal for review then presented to the school board for approval. Once the curriculum has been purchased the principal will line up professional developments or trainings during the summer that teach the new program and how to use the curriculum effectively. In the course of the investigations to good curriculum we will continue using A+ as an intervention for our at risk youth.

Instruction

As mentioned in other sections teachers are required to teach Arizona State and Common core standards to their classes. Teachers are evaluated and observed continuously throughout the year and provided feedback on successes and areas of improvement. Data from Galileo is used in the evaluation process as well as observation. Student data is analyzed to monitor progress and assess whether teachers need additional supports or professional development. An area of identified need is the expansion of our collection of data and the training of teachers on data driven decision making. Wednesday has been a makeup day academically for students and allows our teachers to work with them in their classes providing interventions.

Assessment

Ira H. Hayes Memorial Applied Learning Center High School
Renewal Framework Response

Our school uses a variety of assessments to determine student growth in reading and math. References to these assessments have been made in detail in previous sections. The following are the names of numerous assessments our school uses to monitor and track progress in reading and math:

- AIMS student achievement reports by strand and concept (baseline)

Data Analysis 1 **Cohort 2015** **Spring 2013 AIMS EXAM**		**10th grade**	
Strands/Concepts	**Number Possible**	**2015Average**	**Percent Average**
Strand 1: Reading Process	8	3.1	39%
Concept 4: Vocabulary	4	1.7	43%
Concept 6: Comprehension	4	1.4	35%
Strand 2: Comprehending Literary Text	18	6.6	37%
Concept 1: Elements of Literature	14	5.1	36%
Concept 2: Historical and Cultural Aspects of Literature	4	1.5	38%
Strand 3: Comprehending Informational Text	28	11.4	41%
Concept 1: Expository Text	12	4.6	38%
Concept 2: Functional Text	8	4.1	51%
Concept 3: Persuasive Text	8	2.8	35%

Data Analysis 1 **Cohort 2015** **Spring 2013 AIMS EXAM**		10th Grade	
Strands /Concepts	**Number Possible**	**2015Average**	**Percent Average**
Strand 1: Number and Operations	**5**	2	40%
Concept 1/2/3: Number Sense/Numerical Operations/Estimation	5	2	40%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	12	3.8	32%
Concept 1: Data Analysis	4	1.6	40%
Concept 2: Probability	4	0.9	23%
Concept 3/4: Systematic Listing and Counting/Vertex-Edge Graphs	4	1.3	33%
Strand 3: Patterns, Algebra and Functions	28	9.7	35%
Concept 1: Patterns	4	1.4	35%
Concept 2: Functions and Relationships	6	2.3	38%
Concept 3: Algebraic Representations	14	4.6	33%
Concept 4: Analysis of Change	4	1.4	35%
Strand 4: Geometry and Measurement	28	9.4	34%

Concept 1: Geometric Properties	11	4	36%
Concept 2: Transformation of Shapes	4	1.4	35%
Concept 3: Coordinate Geometry	7	2.4	34%
Concept 4: Measurement	6	1.5	25%
Strand 5: Structure and Logic	12	4	33%
Concept 1/2: Algorithms/Logic, Reasoning, Problem Solving, Proof	12	4	33%

- Galileo (school benchmark and monitoring program)

Professional Development

Throughout the school year our entire school staff has attended several in-services and professional developments that were targeted through a professional development survey sent out earlier in the school year. In the future this will be done sooner and the topics chosen will align more with what AIMS data indicates. Professional development topics will also support the school wide improvement survey as well as teacher input and school wide needs.

2c. Subgroup SPED

Special Education teachers use many resources and different strategies to meet the students' needs for reading and math. Support in these areas can also be manifested through Science, Social Studies, Daily Living Skills, Functional Academics, General Academics, Careers, Coping Skills, and Social/ Emotional Development subject matter. Multiple resources are used at the teacher's discretion to best facilitate and accentuate learning, provide guided practice, re-teaching, independent practice, and homework assignments.

Curriculum

The special education department uses a variety of resources for reading and math. Due to the number of students serviced in reading and math, the variety of ages, and scope of IEP goals, curriculums are used by the special education teacher to target IEP goals in reading and math. We use the Buckledown series as well as supplemental materials based on the student's specific needs. A+ has been very beneficial to our SPED students this year. We have passed all of our Annual Measurable Objectives for SPED.

Instruction

Currently the special education department is servicing approximately 7 (13% of the student population) in students in grades 9-12. The special education department has made some changes designed to better meet the needs of our SPED students. Listed below are some of the changes made this school year that focused on improvement in reading and math:

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- Made the learning environment more conducive to learning by rearranging work areas and strengthening the use of the computer work area. Programs such as A+ are used for those specific students that struggle learning to read phonetically. Also math programs are also used to help students increase their mathematic skills.
- Last summer we identified the need for a resource (quiet room) for our identified students to work in. Our school built a quiet room for services filled with cubicles and private spaces.
- Decision was made to offer one hour of reading and one hour of math for many SLD students to increase their exposure to specific instruction on goals in the resource room setting instead of general instruction.
- The Arizona Department of Education Parent Involvement Coordinator is attending all Parent Teacher conferences to teach our parents how to participate in their students IEP meetings and process.

Another aspect of instruction we are currently expanding on is our parent involvement. We believe it is a shared responsibility of the school and to work with the students in reading and math. As a team; school, parent, and student we can achieve high rates of success. As a result we came up with a strategy for math development entitled "Operation Increase" developed by our Special education director. The following is an explanation of the program and what we are asking of our parents:

Beginning Friday, November 01, 2013, the Special Education Department is starting a new learning campaign called "Operation Increase" in preparation for AIMS. Our mission is to increase our AIMS scores by increasing the quality of our student's study time. We need your support to ensure your child does the following 15 minute "drill" ***every day*** *for the next 100 days:*

- *Set a time to do homework every night. Have a timer set for five minutes.*
- *Complete a math drill for five minutes.*
- *Complete a vocabulary drill for five minutes.*
- *Complete two or more word problems for five minutes.*

The goal is to increase their scores until they are getting at least eight out of ten problems correct every night on the first trial and using the correct operation to complete the word problems. This is an ***additional*** *opportunity to build up their confidence and promote memory recall of basic skills needed to be successful on the AIMs test.*

As a team we believe our students can grow and increase their abilities, regardless of their unique needs, as long as we are committed as a team. Our parents are a part of this process and in effort to achieve maximized success we are asking our parents to partner with us in this program.

We have created a hybrid model of SPED where we do a pull-out/ push-in method for servicing students. This means we service students through the school day using a primarily inclusion model of instruction. We use the SPED professionals in the general education classroom to provide direct services to special needs students. The following are strategies we have implemented to help increase the student performance of our SPED students in math and reading:

- Increase the use of various CBM's (curriculum based measurements) on a weekly basis to monitor student IEP goal progress and use information to write more specific and measurable goals aligned with common core standards.
- Discuss more support time in general education classes as a combination of inclusion/resource time.
- Schedule more professional development for teachers regarding ways to collaborate to support SPED in classroom using accommodations /modifications.
- Strengthen RTI model which would support SPED students in areas that not receiving SPED services (Speech student that has difficulty with phonemic issues due to articulation or has receptive/expressive language issues that affects reading comprehension)
- Funds maybe requested to purchase specific curriculums or technological supports. Our goal is to purchase Kindles or Nooks for the Ira H. Hayes Memorial Applied Learning Center SPED teacher and to purchase various apps that will excite and engage the students. School-wide, one account will be established so all SPED teachers can share applications that work with the tablet.

Assessment

- **IEP Goals and State Standards--**The Special Education teacher uses the computerized Individual Education Plan Program (IEP Pro) to develop student goals. These goals selected are aligned with the State Standards and Common Core. The state standards were used when writing the goals for the 2011-2012 school year that make up the current Individual Education Plans (IEP's). The Special Education department will change to Common Core in the next school year.
- **Galileo--**The special education department has access to Galileo data, specifically the students that they service. When Galileo was first set up at the beginning of the school year, special education students were entered in as a cohort so that the special education teacher could look at benchmark data in effort to coordinate teaching to meet the IEP goals in reading and math.

Professional Development

The professional development of the special education teacher is on-going throughout the school year as students with various disabilities are added to the program. The teacher does an excellent job seeking additional information on how to instruct the students beyond the multi-disciplinary

evaluation determination. Formal professional development is drawn from what is provided by the Arizona Department of Education as well as other training programs marketed to the schools from various organizations. The following are some of the professional developments that correlate in reading and math:

- Alternate Assessment (AIMS A) Regional Training
- Developing Measurable Annual Goals Training,
- Special Education Staff Training/Review
- Directors Institute

We recognize that our classroom teachers need more training on working with special needs students. With the rise of ADD and ADHD, teachers need more training and ideas on modifications in the classroom. We will be providing more opportunities for teachers to receive professional developments and in-services on how to service theses students in their general education classrooms and provide better modifications to push our special needs students to perform at grade level.

3a. State Accountability

We need to improve in a variety of areas as it pertains to math and reading. Even though we received a "D" rating this past school year, our teachers and staff are committed to becoming better and being more effective in the classroom. There are some areas that we can continue to build upon as it relates to our state accountability targets. Listed below are some areas to build upon:

- Math. Our math scores while commiserate with VHM our closest high school are not even close to where they need to be.
- Although our Percent Passing scores overall are not great, in reading we showed growth with the 11th graders we had for FAY. This tells us that the instruction in the first two years a student is with us needs to be much more intensive to show growth by 10th grade as opposed to 11th.

There is much work to be done in all four categories; curriculum, instruction, assessment, and professional development. In summary, the following are strategies we will be implementing to increase our students' scores and productivity in reading and math.

Curriculum

We recognize that curriculum is a fundamental piece of classroom instruction and that a good curriculum can help the students learning experiences. With the onset of Arizona Common Core we will be looking to enhance materials we already have and purchase new curriculums to help

provide better instruction in reading and math. The following are items to point out as it involves curriculum support:

- Curriculum maps will be established before school begins as to provide direction to each grade level as to the standards that will be taught throughout the school year.
- Teachers will continue to use curriculums that are research based showing impact and development in reading and math.
- Our curriculum committee will continue to research a math and reading curriculum that will best support our campus demographics and help us to increase student productivity.
- We will purchase a curriculum program for math and reading and provide the necessary trainings to implement it school wide.
- Our curriculum committee will measure any possible selection of curriculum in reading and math against our high FRL and SPED subgroups. These subgroups weigh into our overall selection and decision, as the numbers we have in these categories are more likely to remain consistent.
- We will continue to focus on the visual learning style and high success of our art programs incorporating high math and reading standards to focus on our students learning needs.
- Our science class (3 students this year are attending AISES (American Indian Science and Engineering Students) National Conference in Denver from October 31st to November 3rd. We will use this program to involve more students in our budding STEM program to increase math scores and relevance in learning
- All curriculum programs that are evaluated by our curriculum committee will be heavily scrutinized as to its effectiveness in Arizona Common Core Standards and student achievement.
- Teachers will continue to align their lessons to Arizona State and Common Core standards first and supplement curriculum as it is available.

Instruction

Instruction is equally as vital as having a good curriculum to use. We will continue to seek highly qualified teachers in all grade levels. A curriculum is only as good as the person who guides the students through the learning process therefore as a school we will continue to evaluate and perfect teaching practices within each grade level in all subject content. With the shift into Arizona Common Core it will be important to have teachers who are well versed in combining content areas and not simply compartmentalizing each subject as a separate topic. The need for a more in-depth understanding of topics will be essential to student development in reading and math. As a result the following are instructional strategies that we will continue to enforce and promote within our teaching community:

- We will actively continue to hire only highly qualified teachers according to state provided guidelines.
- Before school begins teachers will attend in-services on the expectations and requirements for lesson plans and the procedures for submitting them on a weekly basis.
- All lesson plans are required to contain Arizona State Standards or Arizona Common Core Standards listed under the subject they are teaching and are checked periodically for accountability. Teachers' lesson plans are compiled in a binder and maintained in the principal's office for reference and for accountability purposes. We currently have a Task Stream Account for teachers to upload their materials into. Training for Task Stream will begin in December.
- Teachers are required to list the standards they will be teaching for that day somewhere in their classroom in language that would be familiar to the student.
- Our SPED department will continue to push our SPED students toward their IEP goals in reading and math at grade level.
- The principal will perform informal evaluations bi-weekly for each teacher and cross check with their lesson plans to verify standards being taught, posting of learning objectives, and basic class management skills.
- The principal will provide two formal evaluations per school year fall and spring. The formal evaluation requires an extended period of time and teaching methods and practices are heavily scrutinized and evaluated to check for best teaching practices.
- Data will be required as a part of formal evaluations and teachers will be responsible for utilizing school provided evaluation tools to help drive instruction (Galileo).

Assessment

Ira H. Hayes Memorial Applied Learning Center is committed to providing high quality instruction that is aligned with appropriate data driven assessment measures. Teachers are required to analyze data as provided by a variety of assessment tools in effort to provide classroom instruction that is tailored to overall student needs. The following are the primary assessment tools we will continue to use to guide instruction:

- AIMS testing results will be the primary method of establishing a baseline benchmark for each individual student. Copies will be made for every classroom teacher during the summer and provided during in services weeks before school begins. Individual AIMS student profiles will be examined as to help plan curriculum maps and instruction.
- Galileo--The Galileo post-test given at the end of the previous school year will be combined with the AIMS results and given to each classroom teacher for the upcoming school year to help establish and individual student benchmark. The Galileo benchmark calendar will be established and provided for each teacher so that preparation can be made to accommodate any individual student needs. After the pretest, teachers continue

to monitor student progress and work towards mastery with each student in reading and math. Overall classroom performance will be monitored by the site principal.

Professional Development

This school year we have provided in-services with Galileo and Data training on site. A total of eight faculty members will attend professional development trainings off-site related to Math and English Language Arts in Arizona Common Core development. These professional development opportunities are train-the-trainer models, meaning in-services will be planned and implemented on site with the new teaching staff.

We are reconfiguring our professional development process to meet the needs of our students and teachers in Reading, Math, and Special Education needs. Currently, we are using last year's AIMS scores and current Galileo results to select professional development topics and in-services. In the future, once AIMS scores have been released, a professional development survey will be created and sent to teachers to solicit feedback.

Ultimately, school leadership will determine, based on the scores and feedback provided from teachers, what professional development topics will be covered. A professional development calendar will be created before school begins and given out to teachers before school begins. Additional trainings will be added as the need arises, however, most of the professional development opportunities will align with indicators from the AIMS scores and Galileo benchmarks results. We will also monitor progress within the FRL and SPED departments. Based on our current school dashboard, our school will be targeting professional developments in the following areas:

- Math and math interventions which align with Arizona Common Core. This will align with the curriculum committee's recommended math curriculum.
- Reading and reading interventions which align to Arizona Common Core.
- Math and reading interventions for at-risk students.
- Special Education trainings that promote collaboration between SPED teachers and general education teachers in creating effective accommodations /modifications.

4a. Graduation

Our graduation rate has not changed over the last two years. We are currently working very hard on increasing attendance, parent involvement and mapping students' coursework towards graduating 100% of our seniors.

Curriculum

The curriculum focus for our graduation cohort group is focused on success in AIMS if they have not yet passed and their ECAP. All students are required to fill in a program of study to focus their attention on the courses that must be completed and the classes not yet mastered. These programs are done as ECAP's and allow students the ability to create a graduation plan in their courses.

It is an important part of our community that students are placed not only on a path to graduate but also given skills to be successful upon graduation. We focus our training of our staff on teaching student's community responsibility and community involvement. Every student is required to complete language classes and agricultural studies. Staff is required to incorporate community in their lessons and encourage students to participate in cultural events.

Assessment

- AIMS testing results will be the primary method of establishing a baseline for each individual student. Copies will be made for every classroom teacher during the summer and provided during in services weeks before school begins. Individual AIMS student profiles will be examined as to help plan curriculum maps and instruction.

The most current AIMS data for our seniors was disseminated based on Fall 2012 scores, Spring 2013 scores and Fall 2013 scores. We evaluated the data by strand and concept to ascertain where our students were showing gaps in their learning.

Math AIMS 2014 Cohort

Strands /Concepts	Number Possible	Fall2012 for2014AVG	Percent Average	Spring2013 for 2014Average	Percent Average	Fall 2013 for 2014Average	Percent Average
Strand 1: Number and Operations	**5**	0.9	18%	1.3	26%	1.6	32%
Concept 1/2/3: Number Sense/Numerical Operations/Estimation	5	0.9	18%	1.3	26%	1.6	32%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	12	3.2	27%	3.6	30%	4.2	35%
Concept 1: Data Analysis	4	0.9	23%	1.3	33%	1.9	48%
Concept 2: Probability	4	1.1	28%	1.2	30%	0.9	23%
Concept 3/4: Systematic Listing and Counting/Vertex-Edge Graphs	4	1.2	30%	1.1	28%	1.4	35%
Strand 3: Patterns, Algebra and Functions	28	9.9	35%	8.8	31%	9.9	35%
Concept 1: Patterns	4	1.4	35%	1	25%	1.9	48%
Concept 2: Functions and Relationships	6	2.5	42%	2.3	38%	2.8	47%
Concept 3: Algebraic Representations	14	4.4	31%	3.7	26%	3.9	28%

Concept 4: Analysis of Change	4	1.6	40%	1.8	45%	1.3	33%
Strand 4: Geometry and Measurement	28	9.8	35%	9.9	35%	10.5	38%
Concept 1: Geometric Properties	11	3.6	33%	3.8	35%	4.6	42%
Concept 2: Transformation of Shapes	4	1.5	38%	1.3	33%	1.6	40%
Concept 3: Coordinate Geometry	7	2.3	33%	2.8	40%	2.5	36%
Concept 4: Measurement	6	2.4	40%	1.9	32%	1.5	25%
Strand 5: Structure and Logic	12	4.1	34%	3.2	27%	4.5	38%
Concept 1/2: Algorithms/Logic, Reasoning, Problem Solving, Proof	12	4.1	34%	3.2	27%	4.5	38%
	85	33%		32%		36%	

Reading AIMS 2014 Cohort

Strands/Concepts	Number Possible	Fall2012 for 2014AVG	Percent Average	Spring2013 for 2014Average	Percent Average	Fall 2013 for 2014	Percent Average
Strand 1: Reading Process	8	2.3	29%	2.8	35%	3.6	45%
Concept 4: Vocabulary	4	1	25%	1.8	45%	1.6	40%
Concept 6: Comprehension	4	1.3	33%	1	25%	2	50%
Strand 2: Comprehending Literary Text	18	7.1	39%	6.6	37%	5.2	29%
Concept 1: Elements of Literature	14	4.7	34%	4.7	34%	3.2	23%
Concept 2: Historical and Cultural Aspects of Literature	4	2.4	60%	1.9	48%	2	50%
Strand 3: Comprehending Informational Text	28	13.7	49%	9.3	33%	9	32%
Concept 1: Expository Text	12	5.8	48%	3.7	31%	3.8	32%
Concept 2: Functional Text	8	4.2	53%	3.2	40%	3.2	40%
Concept 3: Persuasive Text	8	3.8	48%	2.4	30%	2	25%
Total	**54**	**43%**		**35%**		**33%**	

Professional Development

Data driven decision making was our training this year in regards to graduation. Each teacher was given copies of our AIMS analysis regardless of subject taught to incorporate skills needed by our students to show success on AIMS and in classes. This training began before school and the information from AIMS was disseminated in October, 2013 to the teachers.

Professional Development Survey

What is high quality professional development? High quality professional development is on-going, sustained opportunities to develop knowledge and skills to teach all children effectively. In our school, the following activities are examples of high quality professional development:

- Unwrapping Common Core Standards
- Lesson Plans implemented effectively
- Math Curriculum Workshops
- Teaching Math to Students with Cognitive Disabilities
- Teaching Reading to Students with Cognitive Disabilities
- Language Arts Curriculum Workshops
- School Level PLCs (Professional Learning Committees)
- School Level Book Studies
- RTI Training
- Assessment Data and Instructional Analysis Workshops
- Using Data to guide Instruction
- Literacy Workshops
- Writing Assessment Strategies Workshops
- Grade Level Workshops
- New Teacher Induction Program
- Social Studies Curriculum Workshops
- Science Curriculum Workshops
- Special Education Professional Development Sessions
- School-Level Professional Development Sessions **(School Improvement Plan Goals)**
- Differentiated Instruction Workshops
- Testing Data Workshops
- Adapting to Common Core Standard
- Creating Targeted Interventions

Indicate which trainings you would be interested in for next year.

Thank you!