Accountability

Academic Performance

South Pointe Public Charter Elementary School

		2012 Alternative Elementary School (K-5)			2013 Alternative Elementary School (K-5)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	36	75	15	36.5	75	25
	Reading	36	50	15	46	75	25
1b. SGP Bottom 25%	Math	38	50	10	NR	0	0
	Reading	46.5	50	10	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	17 / 28.5	50	7.5	28 / 26.7	75	7.5
	Reading	31 / 41.5	50	7.5	44 / 41.2	75	7.5
2b. Subgroup ELL	Math	9 / 16.2	50	1.67	14 / 17	50	1.67
	Reading	26 / 28	50	1.67	23 / 20.4	75	1.67
2b. Subgroup FRL	Math	16 / 27.1	50	1.67	28 / 27.9	75	1.67
	Reading	31 / 42.1	50	1.67	44 / 43.2	75	1.67
2b. Subgroup SPED	Math	0 / 16.2	50	1.67	6 / 11.3	50	1.67
	Reading	10 / 27.8	50	1.67	6 / 21.5	50	1.67
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C-ALT	50	10	D-ALT	25	10
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4b. Academic Persistence		97	100	15	95	100	15
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		61.25		100	72.5		100

A review of the ASBCS dashboards for the 2012 and 2013 years evidences that academic performance is significantly trending upward. Although the 2012 dashboard had an overall rating of 'does not meet standard', the 2013 dashboard falls into the 'meets standard' category and evidences an 11 point increase. This growth has occurred as the result of several strategic academic moves: a school leadership change, the addition of a seasoned, dedicated instructional coach, the supplementation of a robust, afterschool program, and significant framework changes and investments into to the campus RtI program for both math and reading. Specifics of these changes are outlined in the campus PMP for reading and math, which is updated each spring and serves as a living document that guides focused school improvement efforts.

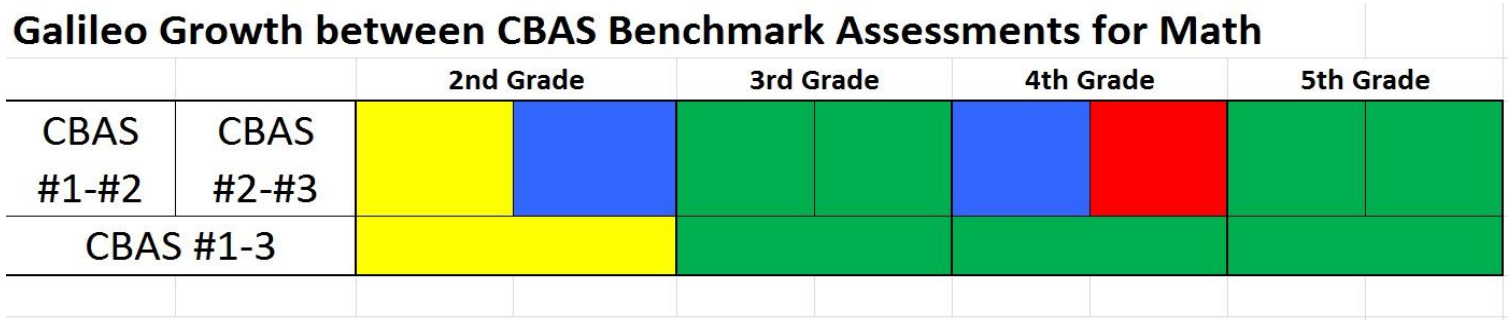
When the two dashboards are compared, six of the subareas have transitioned from 'does not meet standard' to 'meets standard' from 2012 to 2013: SGP for reading, percent passing for both math and reading, FRL subgroup performance for both math and reading, and ELL subgroup for reading. We believe that these improvements were driven by the campus' RtI program which increased instructional time and paraprofessional capacity during ELA and math instructional periods.

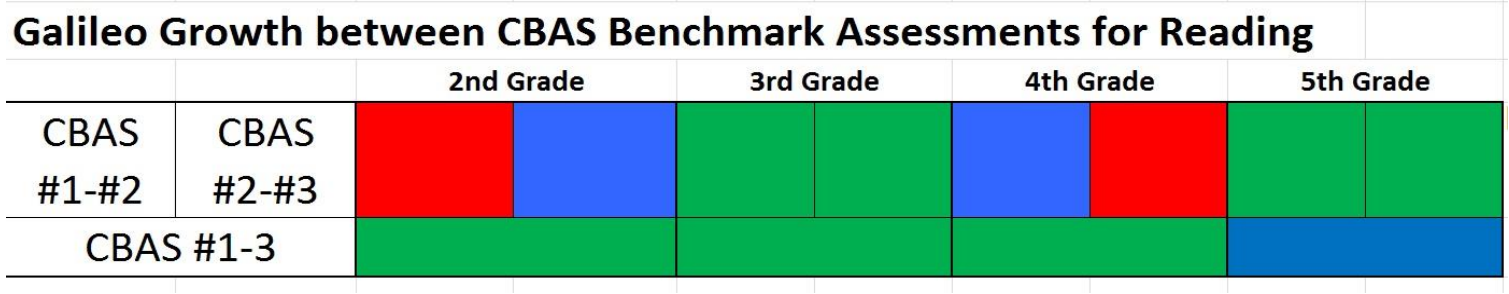
The three sub-areas that do not yet meet the Board's standards as of 2013 include ELL math percent passing and SPED percent passing for both math and reading. In response to these areas, leadership added a dedicated ELL classroom for 1st and 2nd grade that is led by a highly-effective, seasoned teacher and a full-time paraprofessional. The hope is that this early intervention will create future cohorts of 3rd graders who possess a greatly improved English language proficiency to better demonstrate math knowledge in their second language. The classroom uses a healthy mix of direct instruction, peer-to-peer interaction, and blended learning through the Rosetta Stone product to accelerate language acquisition and support standards mastery of math. Leadership also added a special education resource classroom to provide additional, intensive Tier 3 learning opportunities for math. Additionally, all ELL and special education students are actively participating in the Dreambox blended learning program and the after-school enrichment programs to improve their math achievement. Finally, the state accountability rating fell from a C-Alt to a D-Alt, removing 2.5 assigned points from the overall DSP computation.

Using the achievement data from the 2013 year and the ASBCS dashboard, the campus PMP was revised over the summer to focus data-driven efforts on improving student achievement. A summary of the PMP action steps for math and ELA for this school year have includes continued progress with:

- Implementing and supervising the consistent use of CCRS-aligned curriculum maps across grade levels to strengthen Tier 1 instruction
- Using a standardized lesson plan template that prompts teachers to pre-plan for formative assessments and subsequent differentiated instruction that strengthen Tier 1 instruction and guide Tier 2/3 interventionists
- Providing and documenting differentiated instruction in all classrooms to improve standards mastery
- Facilitating instructional coaching for all teachers by ELA and math specialists to strengthen Tier 1 instruction
- Integrating blended learning enrichments through Dreambox software to provide additional Tier 2 and Tier 3 intervention time for math
- Delivering Tier 2 paraprofessional support via push-in to provide additional support during classroom reading instructional time for all grades every day
- Protecting weekly grade level team data dialogues and daily common planning for grade level teachers
- Enhancing professional development opportunities to focus on effective data and curriculum product use
- Offering targeted, Tier 2 and Tier 3 after-school tutoring for math and ELA

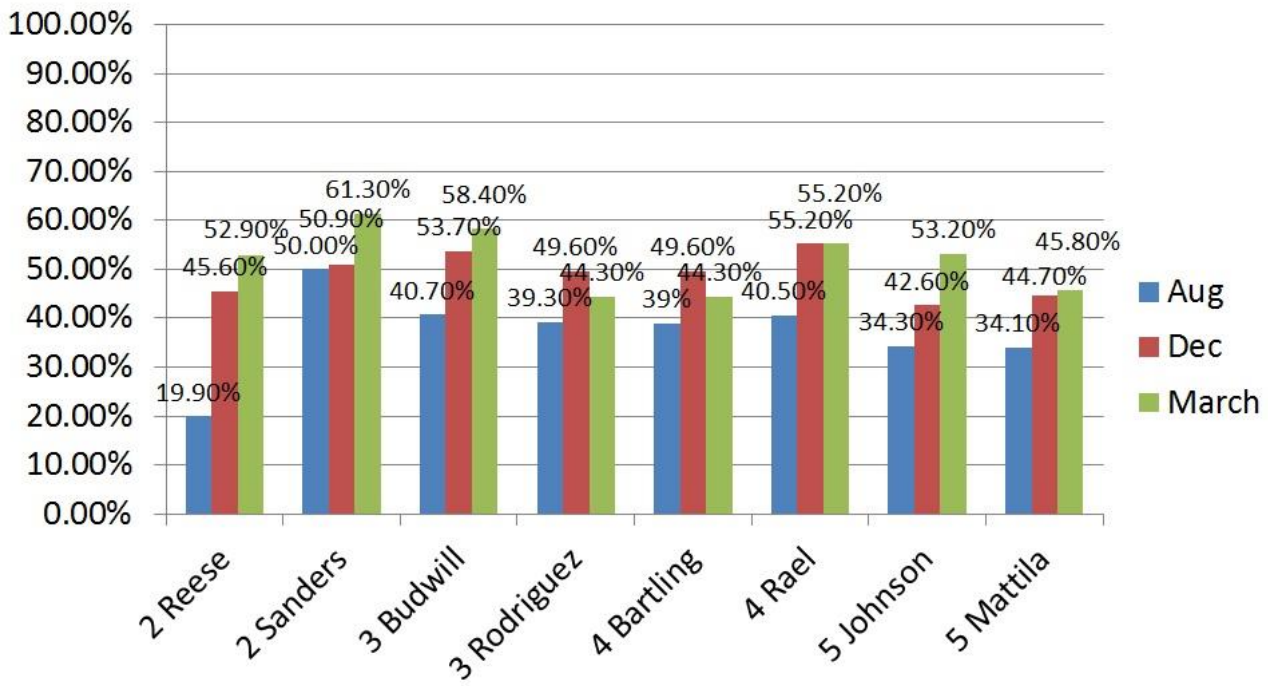
As of December of 2013, we were able to mine the Galileo CBAS growth and achievement data that provides state-normed growth determinations for the grade levels of South Pointe Elementary School compared to the growth seen across the state (CBAS#1 administered in August; CBAS#2 administered in December). We were, again, able to administer the Galileo CBAS #3 benchmarks in March and cull achievement and growth data from that administration as well. The ELA data from August to March (below) for 2nd through 5th grade revealed that second, third, and fourth grades were demonstrating expected growth comparatively (green), and 5th grade exceeded expected growth (blue). Math data shows that 3rd through 5th grades met expected growth (green). Note that there was a math testing error in 2nd grade that yielded unusable results.



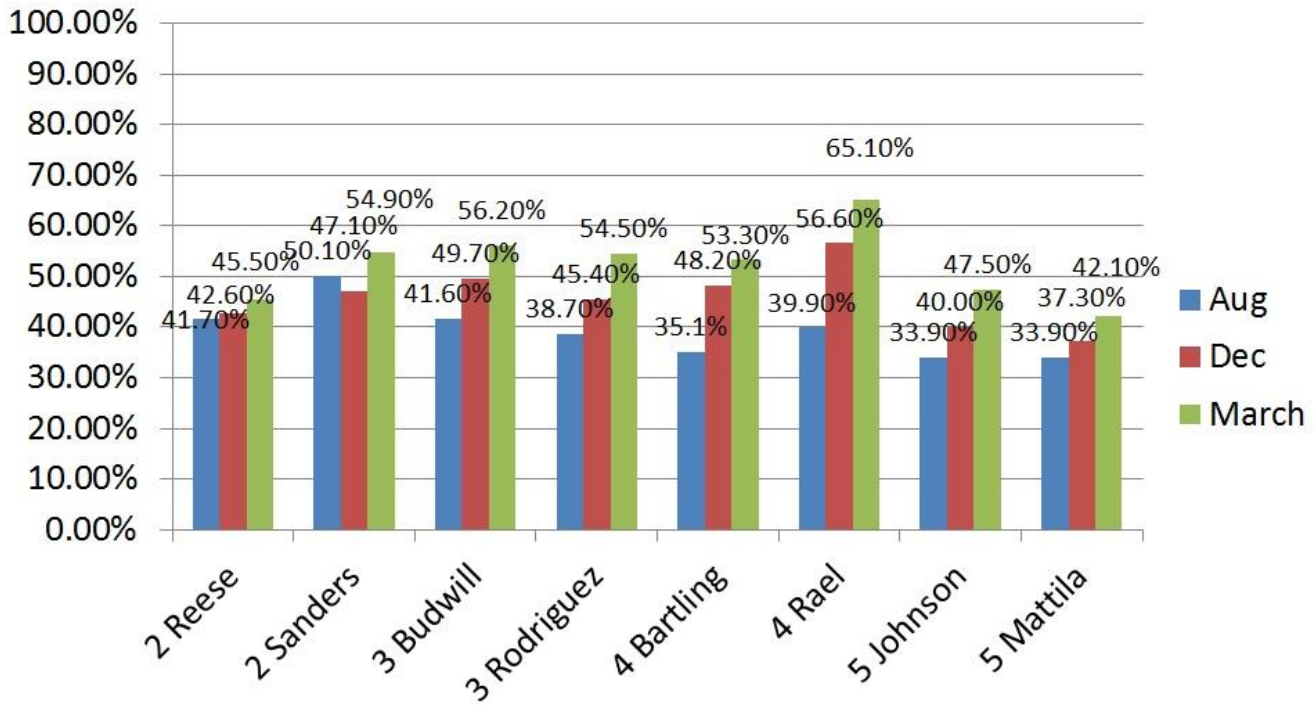


In addition to growth, we were able to look at the average test score for each test administration (#1 in August, #2 in December, and #3 in March) for both reading and math. The charts below evidence the scores for each classroom for each test administration and provide a final bar that summarizes the percent of average improvement between the 1st and 3rd test administrations. The reading data shows that every classroom for every grade 2-5 evidences between 5.3% and 33% criteria-based growth between these data points. The overall average reading growth across 2nd and 5th grades is 13.73%. The math data shows that every classroom for every grade 2-5 evidences between 3.8 and 25.2% criteria-based growth. The overall average math growth across 2nd and 5th grades is 13.03%.

SPES CBAS Reading Data



SPES CBAS Math Data



Curriculum

All classrooms are expected to use the single, grade-level curriculum maps for ELA and math. These maps were created collaboratively by master-level teachers across Leona elementary schools and are aligned to the Arizona College and Career Readiness Standards (ACCRS), although the scope and sequence of the maps aligned with the AIMS framework and timing. Because schools across the system use different instructional programs, the maps were adapted at SPES to reflect the Tier 1 materials used at the site: HMH Storytown, Rosetta Stone and Edge (for SEI), Phonics First, and GOMath! Additionally, the campus uses Read Naturally and Dreambox as instructional supplements for reading and math interventions.

Teachers write weekly lesson plans for math and ELA that are aligned to these maps and the ACCRS. All grade level teachers have a common planning time imbedded into their schedules to maximize their planning efforts. Additionally, all teachers have three hours of common planning time during Friday's early release period. These common instructional times help keep the written instructional plans rich, coordinated, and focused. All teachers at South Pointe use the same lesson plan template to ensure that in addition to standards-alignment, all standards taught are clearly assessed and that thoughtful, tailored enrichment opportunities are pre-planned and provided to all students who master the standards after instruction and customized intervention activities are pre-planned to reteach and ensure that students who fail to master the standards initially are provided additional support to do so. These assessments, enrichments, and interventions are clearly articulated on all lesson plans to drive student success. To support their facilitation of these interventions, all teachers have a scheduled Response to Intervention time where paraprofessionals assist with RTI small group instruction. The campus also has before and after school tutoring programs to provide additional learning opportunities for struggling students.

All teachers submit their lesson plans for ELA and math to the site instructional coach every week. The instructional coach reviews the lesson plans to ensure that they contain the necessary elements described above and adhere to the primary Storytown, Phonics First, and GOMath! programs. She also reviews them to identify opportunities to improve general instruction efforts and provides feedback to the teachers. The school leader and instructional coaches for math and ELA conduct regular classroom walkthroughs and provide feedback when needed to ensure that live instruction matches the written lesson plans for the day. Teacher submissions and use of aligned lesson plans and curriculum maps are indicators on every teacher's formal evaluation.

On Fridays after August, December, March, and May benchmarking in Galileo, administration participates with grade level teams for grades 2-5 to analyze data and use that data to plan for whole group, small group, and individual instruction. Additionally, administration participates with grade level teams for grades K-2 to analyze DIBELS and CBM data and use it to plan for whole group, small group, and individual instruction. Based on these meetings, collective decisions may be made to allow lesson plans to deviate from maps when student learning data evidences a need to revisit standards that have been covered but are not yet mastered. Teams then engineer plans to return to the pacing and instruction provided by the curriculum map as soon as possible.

In their formal evaluations, teachers are held accountable for adhering to the campus written curriculum maps, submitting and using aligned lesson plans using the campus template, providing differentiated learning opportunities using classroom data aligned to the RtI model, and engaging in data analysis at the year's end and participating in collaborative revisions to improve instruction in their grade band.

During the summer and fall in-service time, teachers and administrators review summative AIMS, DIBELS, and CBM data and reflect on their instructional maps. Again, leadership and grade level teams collaborate tightly to make determinations about permanent adjustments that need to be made to the curriculum maps

to better meet the needs of students and improve their performance for the upcoming year. These revised maps will then be followed by all teachers on campus for the entire following year until the process repeats itself.

For the 2014-2015 school year, The Leona Group has been working with a variety of external PARCC experts in both ELA and math (Steve Leinwand, Wendi Anderson, Ted Coe, and Suzie Mast). They are leveraging this counsel to redesign the scope and sequence of the 2013-2014 exemplar maps so that the best match the testing timing of the PARCC March and May examinations. Because the 2013-2014 maps are already ACCRS aligned, the instruction and activities themselves are not changing significantly. Rather, the order in which certain activities are being presented is altering to best prepare students for PARCC success. The SPES grade level teams will meet to review these revised exemplar maps and discuss how best to operationalize them.

EVIDENCE:

- Curriculum map samples
- Lesson plan samples
- Sign/Ins and/or agendas from curriculum mapping sessions
- www.leonaqsiele.com
- Calendar and/or agendas and sign-ins for grade level meetings
- Master teaching schedule evidencing common planning time
- Coach Activity Log
- Lesson plan submission evidence
- Sample of lesson plan feedback
- 21st Century sign-in sheets
- 21st Century list of programs
- Walkthrough forms
- In-service calendar
- Teacher/coach evaluation forms

Instruction

The school leadership understands the importance of effective instruction that is aligned to the standards. Because of this belief, the campus has an explicit, strong, formal framework for instruction that monitors the teaching and evaluation of the standards in all classrooms. This protocol includes clear expectations and accountability for all teachers at South Pointe to follow standards-aligned curriculum maps clearly tied to daily written lesson plans that require planning for assessing student learning and both re-teaching and enriching after initial instruction. School leadership maintains a system of lesson plan supervision, classroom walkthroughs, instructional coaching, and grade-level team management designed to both supervise and support teachers in their focused efforts to

drive measure achievement, act upon data, and drive student learning. The core of the formal teacher evaluation system at the school uses a rich variety of artifacts to measure all of these instructional elements (see the evaluation tools).

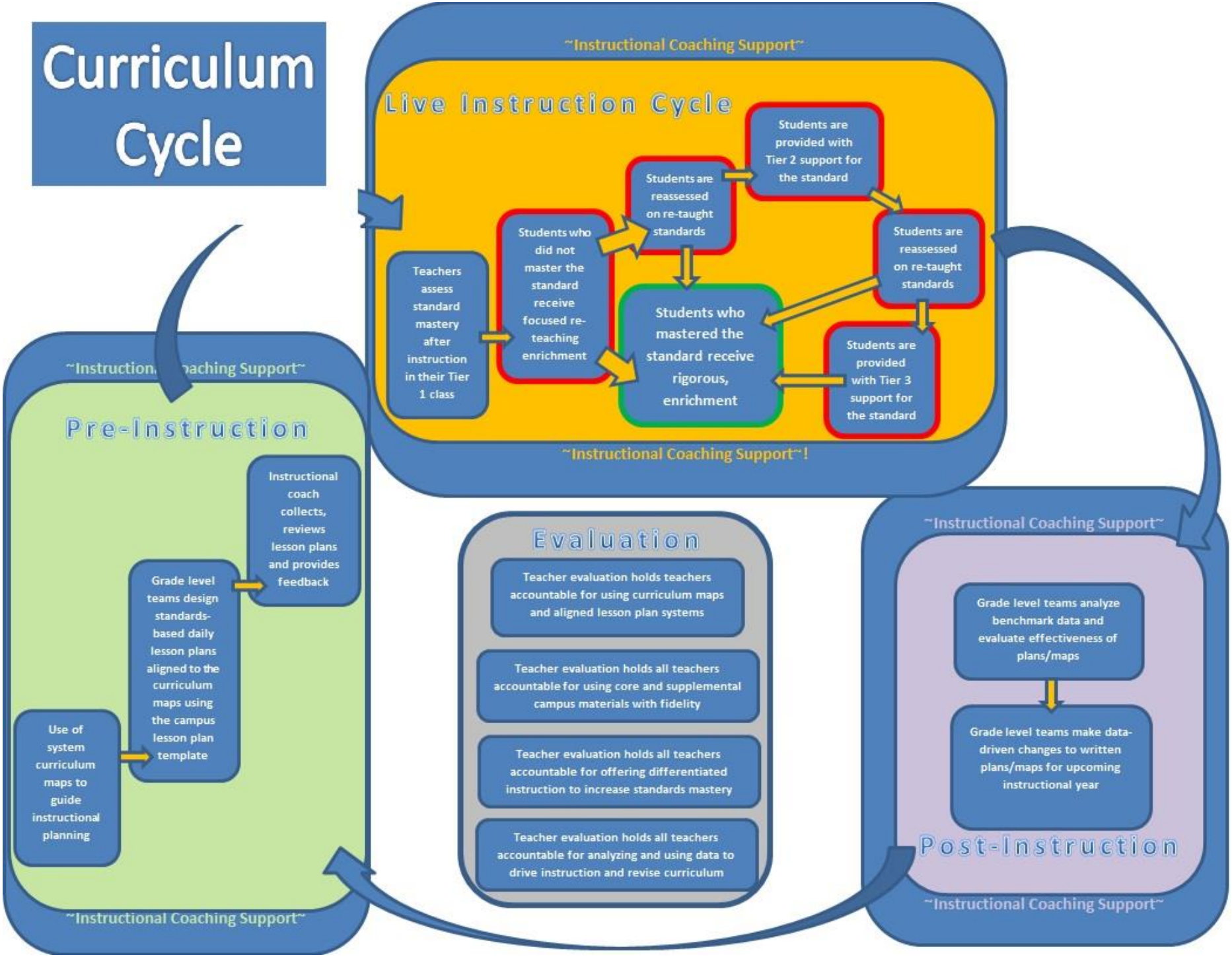
The primary instructional coach at the site collects all lesson plans from teachers each week to ensure that they are effective plans for student learning that match the instructional map and are aligned to the Arizona College and Career Readiness Standards. Plans are reviewed to ensure that they include formative assessment aligned to the standard(s) of instruction articulated for the day's lesson. Plans also need to have clearly articulated re-teaching and enrichment opportunities to employ using data from the formative assessment. The instructional coach also ensures that the materials being used for the lessons respect the campus' commitment to operationalizing the core curriculum materials of Storytown, Phonics First, and GoMath! with fidelity. The coach also looks to see that campus supplemental programs and resources, including Dreambox and paraprofessional support, are being utilized effectively.

The school leader and instructional coaches are in classrooms daily to monitor and support instruction. Monitoring occurs through informal and formal classroom walkthroughs to evidence best practices and alignment of live instruction to each teacher's written lesson plan. Classroom support through the instructional coaches includes a wide variety of coaching strategies designed to help teachers meet their professional goals and become more effective. Strategies include, but are not limited to, collaborative lesson planning, instructional modeling, live team teaching, and cognitive coaching. Coaches provide each teacher with systemic feedback to help them improve their craft and grow into more dynamic, impactful educators.

All teachers collect formative assessment data using a tool that is aligned to the standard(s) covered on the daily lesson plan. Using this data, the teacher determines which students are ready for more rigorous enrichment opportunities and which students require re-teaching in a different way. The teacher then provides appropriate, pre-planned enrichment and re-teaching activities for the students based upon the formative data. To assist the teacher in meeting the campus' re-teaching and enrichment expectations, teachers are provided with a dedicated paraprofessional during reading instructional time and Dreambox, a blended learning math product, to use during math instructional time. Teachers also collect more distributed assessment data through DIBELS, CBM, and Galileo to measure student learning and retention. Teachers use this standards-based data from the CTL, ATI, and Dreambox databases to drive whole-group, small-group, and individual instructional activities that maximize standards mastery.

In their formal evaluations, teachers are held accountable for providing instruction that is aligned to the Arizona Common Core Standards and is reflected in written, aligned lesson plans. Teachers are also evaluated on their use of data to drive instructional efforts and student learning as evidenced by student achievement data. Goal setting is a portion of the formal evaluation process, and teachers are able to set instructional goals that are followed up on in the subsequent school year by the leadership and teacher.

Curriculum Cycle



Assessment

Assessment is used in a comprehensive, systemic fashion on the campus to prevent lapses in student growth and achievement and address standards deficiencies that new students bring to the campus when enrolling. All assessments on the campus are aligned to the Arizona College and Career Readiness Standards and are pieces of the formalized assessment system that includes daily class assessments, periodic formatives, and year-end summatives. Together, these assessment tools allow the school to protect and promote student learning, measure instructional effectiveness (including both standards mastery and growth), adjust curriculum and programs, and execute strong school improvement efforts.

On a daily lesson level, all teachers identify a formative assessment tool that is aligned to the standard(s) being focused on that day. At the end of instruction, the teachers provide the independent assessment and measures student mastery of the standard(s). Using that data, the teachers provide meaningful enrichment opportunities for students who demonstrated mastery of the standard(s). They also provide re-teaching opportunities for students who did not demonstrate mastery at the conclusion of the lesson. Teachers use this data not only to provide this tiered, differentiated instruction, but they also use it to revise their written instructional plans to make them more effective in future executions. Finally, all teachers are expected to provide ongoing, cumulative review of the standards to help all students retain their standards mastery over time.

Across the campus, periodic formative assessments are administered to provide teachers and leadership with rich data that helps them champion student learning. All K-1 students are given both DIBELS and CBM at the beginning of the year to gage their math and reading skills. Based on the initial results, students who classify as 'intensive' or 'strategic' are regularly progress monitored by their teachers to ensure that the key building blocks for literacy and mathematics are put into place. All students are benchmarked through DIBELS and CBM in January and May to measure student year-end performance and overall growth in reading and math. All children in grades 2-5 are administered the Galileo CBAS #1 math and reading benchmarks in August. Based on the August data, students are identified for Tier 2 and Tier 3 supplemental programming who demonstrate a need for these interventions. Teachers and paraprofessionals use 'class development profile grids' from Galileo to provide targeted whole-group, small-group, and individual re-teaching that moves all students toward standards mastery. Administration, teachers, and paraprofessionals leverage Galileo 'growth and achievement reports' to measure how students on the campus are growing compared to students across the state. All of this data is talked about during grade-level meetings, full-staff meetings, instructional coaching sessions, and teacher evaluation meetings. Additionally, stakeholders place this data on the campus data walls after administration and use the data walls to track their progress. Students and parents are provided with this data so that successes can be celebrated and any needed intervention programs can be made available to address opportunities for improvement. This process is repeated when the Galileo CBAS #2 math and reading benchmarks are administered in December and the Galileo CBAS #3 math and reading benchmarks are administered in March. Dreambox data is looked at weekly by administration, general education teachers, interventionists, and paraprofessionals to ensure that Tier 3 support is being offered to students failing to progress through lessons and standards.

At the end of the year, several summative assessments are administered to help measure student achievement and teacher/program effectiveness. DIBELS and CBM are given to all K-1 students for reading and math, and Galileo's CBAS #4 is given to all students in grades 2-5 for reading and math. AIMS is also given to all children in grades 3-5 for both reading and math. In aggregate, these scores are used to identify students in need of Tier 2 and/or Tier 3 services for the both summer school enrichment and the immediate August. Grade level teams use this data to revise their curriculum maps for the upcoming school year, ensuring that instruction is enhanced for areas that test low. Leadership uses this data to conduct formal evaluations of all teachers and instructional coaches. Additionally, they use the data to inform their revisions to their annual CIP, PMP, and Title 1 plans for the upcoming school year. The school leader evaluation that is conducted over the summer by the CMO uses this summative data as one indicator to measure the effectiveness of the school leader.

The AZELLA test is administered to students upon enrollment whose PHLOTE forms indicate that they may be in need of English Language Acquisition services. Depending on their scores, students may place into the campus ELAS program. In addition to ELAS supports, these students are also eligible to receive before school and after school intervention services in math and reading to help them acquire both content and language as efficient and effectively as possible. At the end of the year, ELAS students are administered AZELLA again, and the school uses the results to measure the effectiveness of its ELAS and intervention programming for ELL students.

EVIDENCE:

- Child Find procedure with samples of 45 day screenings and student identification processing
- Grade-level meeting sign in sheets and agendas for data sharing
- Growth and Achievement report sample from Galileo
- Class Development Profile Grid report sample from Galileo
- DIBELS and CBM report samples
- Dreambox report sample
- AZELLA data

Assessment Cycle

Daily Class Level

Assessment

Daily standards-based assessments are given to measure student mastery

And so we . . .

- Create re-teaching activities for students needing and reassess to check their mastery as an intervention for mastering the standard assessed
- Create and offer meaningful enrichment activities for students who mastered the standard to help them grow
- Revise lesson plans to ensure that they will work more effectively in future executions
- Provide ongoing-cumulative review to help students maintain their standards mastery over time

Periodic Formative

Assessments

AZELLA is given to all PHLOTE students upon enroll-ment

DIBELS is given to all students in August & January to K - 5 grades to measure reading

CBM is given to all students in August & January to K - 65grades to measure

Galileo CBAS #1,2, & 3 given to all in Grades 2-5 in Aug, Dec, & March to measure math & reading

And so we . . .

- Share all DIBELS, CBM, and Galileo data with leaders, teachers, parapros, parents, and students
- Progress monitor DIBELS and CBM students classified as 'strategic' and 'intensive'
- Provide K-5 students in need of Tier 2 and Tier 3 support with supplemental learning activities and additional instructional time to address gaps
- Use Galileo's 'Class Development Profile Grid' to provide whole-group re-teaching and differentiated learning
- Use Galileo's 'Growth and Achievement' report to measure how our students grow compared to students state-wide
- Make adjustments to our curriculum maps
- Measure our progress toward school improvement goals (PMP, CIP, Title 1, etc.)

Year-End Summative

Assessments

Galileo CBAS #4 Benchmark for math and reading

AIMS reading and math for grades 2-5

May DIBELS and CBM for Grades K-1

Spring AZELLA for all ELL students

And so we . . .

- Share all DIBELS, CBM, and Galileo data with leaders, teachers, paraprofessionals, parents, and students
- Identify 1-5 students in need of Tier 2 and/or Tier 3 learning opportunities over the summer and immediately in the fall
- Use 'Growth and Achievement' reports to measure how our students grew compared to students state-wide and evaluate teacher performance
- Use AZELLA data to measure the success of our SEI program
- Use disaggregated AIMS and Galileo data to drive curriculum map revision efforts
- Use disaggregated AIMS data to drive school improvement plan revisions for the upcoming year (PMP, CIP, Title 1, etc.)
- Student achievement data used on all formal teacher and administrator evaluations

Professional Development

The cycle of professional development at South Pointe is depicted by the graphic below. This graphic demonstrates how the cycle transcends the school years, ties individual and school goals to the system evaluation criteria, and synthesizes efforts of individuals and the school toward improvement for common student achievement.

In the spring/summer, site administration and coaches reflect on professional development survey data, student achievement data, and walkthrough data to determine common professional development needs across the campus. Additionally, leadership identifies programs and/or products that are new to the campus and allocates time in the fall and continuing in-service schedule to provide sufficient training on those programs/products.

In August, all educators review the professional goals that they set in May at the conclusion of their formal, comprehensive evaluation. Using these goals, they craft an achievement plan that incorporates a wide variety of resources available on the campus: PLC participation, job-embedded coaching, site PD participation, TLG PD participation, and external professional development opportunities. All professionals collaborate to determine what combination of tools will be best to help reach their goals, and they begin working toward achieving their goals. All teachers, coaches, and leaders meet quarterly with their leadership to evaluate their goal progression and, if necessary, revise their strategies. If goals are met, educators revisit their evaluation to identify additional opportunities for improvement and set a new, formal goal.

In December, teachers who are new to the campus receive their first formal evaluation from the school leader. May, all teachers and coaches on the campus participate in their formal evaluation from the school leader. The process begins with the teacher/coach conducting a self-evaluation that is aligned to the evaluation tool itself. Leadership then presents the formal evaluation and provides rich evidence and artifacts to substantiate the rating of each indicator. Additionally, leaders use an evaluation rubric so that the ratings are entirely concrete and clear to all parties. At the end of the evaluation, the coach/teacher uses the process to identify new areas of professional growth that are aligned to the evaluation tool and address their lowest rated areas. In August, the goal review process will commence again and the cycle begins anew.

In June, the leadership team meets to review the disaggregated results of the AIMS and DIBELS/CBM tests. They will also review data from the dashboard provided by the ASBCS and the ADE to reflect on the normed growth achieved by the campus. This data is used to drive the annual revision of the Continuous Improvement Plan and PMPs and allow the team to reflect on the effectiveness of the professional development component of the plan. Using the summative testing data, the leadership team will determine which pieces of the plan need to be maintained and what additional pieces need to be added to expand student academic achievement in the upcoming year.

In July, the school leader receives her evaluation from the CEO and COO of The Leona Group. This evaluation also begins with the leader conducting a self-evaluation that is aligned to the evaluation tool itself. Leadership then presents the formal evaluation and provides rich evidence and artifacts to substantiate the rating of each indicator. At the end of the evaluation, the leader uses the process to identify new areas of professional growth that are aligned to the evaluation tool and address their lowest rated areas. In August, the goal review process will commence again and the cycle begins anew.

EVIDENCE:

- Teacher goals
- Teacher, coach, and leader evaluation tool
- Quarterly Galileo meeting agendas/sign ins
- PD session list for the year that includes the session topic, rationale, and follow-up for all PD provided
- PD sign in sheets and agendas/materials
- PMPs
- Coach Activity Logs

Professional Development Cycle

August

Teachers, coaches, and administrators articulate professional goals aligned to their evaluation tools and the school's goals.

Grade-level teams meet as small PLCs to analyze data, plan common lessons, and evaluate lesson effectiveness.

Job-embedded coaching is provided that is aligned to each educator's professional goals that use a variety of strategies:

- Cognitive coaching
- Peer observations
- Team teaching
- Modeling
- Clinical supervision
- Supported planning
- Data dialoguing

Site professional development sessions are offered that align to each area of the teacher evaluation tool.

TLG professional development sessions are offered that align to each area of the teacher evaluation tool including:

- Grade-level PLCs
- New Teacher Academy
- Instructional Coach PLCs
- School Leader PLCs

External professional development sessions are identified that align to each area of the teacher evaluation tool.

Teachers, coaches, and administrators evaluate their progress toward meeting their articulated goals during quarterly progress meetings

If a goal has not been met, new strategies are applied to help the educator meet his/her goals.

If a goal has been met, a new goal is set by the educator.

May

Formal evaluations are conducted for all teachers, coaches, and leaders that provide accountability for professional growth aligned to the system evaluation tools. Evaluations include data from:

- Walkthroughs
- Student surveys
- Parent surveys
- Goal logs
- Activity logs
- Galileo data
- CBM data
- DIBELS data
- SchoolMaster data
- AZELLA data
- Lesson plans
- Lesson plan logs

June

Site administration reviews summative AIMS and AZELLA data to determine the effectiveness of the school-wide continuous improvement plans and the supporting professional development plan. Findings are then used to revise the plan for the upcoming school year.

Academic Persistence

For 2012 and 2013, South Pointe Elementary School has earned the maximum points possible for academic persistence. Overwhelmingly, our students remain enrolled in Arizona schools year after year. The school thrives on diversity. We embrace the challenge of working with all children regardless of need. We provide a safe, caring, accepting learning environment in which students achieve and become productive members of their community. Because of our school's alternative mission, vision, and instructional philosophies, we predominantly work with children for whom traditional schools were not effective. Over 70% of our population meets one or more of Arizona's indicators for an 'alternative' student, demonstrating a significant deficiency in academic achievement. We strive to help all of these diverse students develop the basic learner behaviors, understandings, and attitudes necessary to be successful in school and remain actively pursuing their educations.

To set a clear, positive tone for the learning environment that is preventative in nature, South Pointe operationalizes a campus-wide behavior system (PBIS) that explicitly teaches pro-social classroom behavior, monitor student behaviors during instruction, and provide real-time feedback to students about their learner behaviors. This system is consistently used by all teachers, administrators, and support staff on the campus to create the minimum conditions necessary to facilitate learning for all students. Every classroom on the campus adheres to the same PBIS system for their students to help the culture be cohesive and communicate high, consistent expectations about pro-social behaviors that are essential to creating a positive school culture.

We recognize with complete clarity that the essential purpose of our school is to drive student growth and achievement. Our focus on student achievement in the challenging community we serve requires that we attend to the physical, social, and emotional needs of our students and their families to maximize learning and achievement for all. We attract and honor the opportunity to work with student populations that have unique learning and social-emotional needs. As a campus that serves a population whose Title 1 membership averages 99%, we recognize that lagging school engagement may often be symptomatic of families struggling to meet basic physical and emotional needs in the home. In anticipation of this, when students and/or parents struggle with school engagement, the campus has a designated counselor/social worker on site (through the ESSE Grant) to provide essential interpersonal counseling and community resources necessary to create minimum conditions for learning and school engagement. We provide a full NSLP program to all students on the campus, providing breakfasts, snacks, and lunches necessary for students to be able to perform academically and emotionally on the campus. In addition dinner is served to students who are participating in afterschool programs to ensure attendance. The campus also participates in a weekend backpack program that provides weekend meals for at risk youth.

The school measures student learning engagement a variety of ways. The instructional coaches use engagement walkthrough tools on the campus to quantify student engagement in learning. Coaches provide job-embedded support for teachers, through modeling, team teaching, collaborative planning, and cognitive coaching that is designed to help teachers boost their students' engagement throughout the day. Leadership has infused a wide variety of engagement tools over the past two years that include strategies from Teach like a Champion, the close reading protocol, and peer-to-peer interaction/cooperative learning. Also, the campus has adopted a blended learning program for math called Dreambox to better deliver differentiated math support and engagement. In fact, the campus has started to infuse Chromebooks and iPads throughout the campus to leverage the engagement that technology offers its children. In aggregate, these strategies help to build classrooms in which students are active, engaged learners.

The school practices many deliberate strategies to keep both students and parents engaged and motivated in their schooling. Student attendance, behavior, and performance are carefully monitored each week by both teachers and administrators. When attendance, behavior, or achievement data indicates that a student is disengaging, teachers and leadership act quickly to communicate with the home, collaborate about solutions, and put interventions in place to protect the student's social, emotional, and academic progression.

When student **attendance** is an issue, the counselor/social worker (mentioned above) gets involved in helping the family problem-solve supervision, transportation, medical, psychological, and other issues that may be impeding the student's daily, regular attendance at the school. The school leader is also actively involved in working with families to remove barriers to daily attendance. If the leader and counselor find that situational limitations make daily attendance at the school impossible, they work diligently to help the family find a more workable educational placement for that child that will ensure his/her continued enrollment in school. To encourage daily attendance studetns are recognized quarterly for 100% attendance with name recognition and prizes. In addition during High Stakes Assesment Weeks drawings are held daily at each grade level with rewards for being at school on time. Teachers also regularly give out Stars of Character reward slips and students are recognized for "responsibility". The Stars of Character Slips are read aloud every Friday over the PA system and students are rewarded with school supplies.

When **negative patterns of behavior** are disconnecting the student from the learning environment, the classroom teacher and school leader act in tandem with the counselor, special education coordinator, resource teacher, and families to build effective behavior plans that are supported on the campus and in the home. Through these plans, increased pro-social behavior boosts the students' perceived success in their classrooms and reengages them with their education. Teachers follow a descriptive referral process that provides opportunities for students to change their behavior and be rewarded for positive behavior. If a student continues to struggle teachers make initial calls home and consequences are served via the classroom matrix prior to a Office Referral. When students are sent to counselor "Think Sheets" are completed and "ABC Charts" are documented to look for antecedent behavior.

Finally, the teachers, school leader, and site instructional coach monitor achievement data closely for every student through the Galileo database and campus data walls. When **student achievement** decelerates and/or stagnates, students' placement in Tier 2 and/or Tier 3 intervention programs are considered or adjusted. Often, providing the additional instructional support helps students experience more daily academic success and engage positively with their classrooms and school. Each quarter students set goals for improvement of Galileo Scores. Teachers/Adminstration reward students for meeting Academic goals. Students not meeting academic goals are placed in appropriate RTI small group intervention and if needed provided the opportunity to participate in additional academic support via 21st Century Afterschool Program.

Overall, the school gets students excited about the campus and its programs! By deliberately hosting fun campus and community events throughout the year, leadership and teachers strive to create an environment that is inviting to both students and stakeholders. Academic Events are held to introduce 21st Century Learning to parents via Rodel Math Night, English Language Classes (to adults), Positive Parenting Classes,and AIMS, Community Event. In addition social events are held throughout the year to encourage parents to become activiely involved in the education process. Example of events are Turkey Trot, Giving Thanks Turkey Basket GiveAway, Wacky Water Wednesday, Sedona Trip, Girls-On- The-Run, Students Council, Winter Performance, and Promotion Ceremonies at a College Facility. Unity in the Community is also an annual event that invites members of the South Phoenix Community to a Free Social Event where the school can provide information on educational best practices and learning opportunities.

EVIDENCE:

- Counseling/Social Work ESSE Reports
- NCLB Reports
- Attendance rate reports from SchoolMaster
- Attendance data reports from SchoolMaster