KDLO CHARTER
REVOCATION HEARING

EXHIBIT 30

Kin Dah Lichi'i Olta' Charter School 2013-14
School Improvement Systems

Following are our five **School Improvement Systems** which are part of our School Improvement Plan (SIP) to enable all children to meet the Arizona Common Core Standards. **KDLO School Improvement Systems** are identical for both Reading and Math for all students including the lowest 25th percentile, ELL, FRL, and Students with Disabilities.

SYSTEM #1 COMPREHENSIVE PROFESSIONAL DEVELOPMENT SYSTEM

We developed a **Comprehensive Professional Development System** to provide training for all staff in the 5 new School Improvement Systems (see Professional Development Plan).

100% of teaching staff and administration are engaged in a **comprehensive professional development** system focused on improving learning in reading and math for all students, based on Staff needs. **Follow-up Classroom Observation** and teacher evaluation focuses on monitoring implementation of ACCS and specific classroom practices in instruction (see Observation & Evaluation Documents).

SYSTEM #2 CURRICULUM REVISION SYSTEM

Our **Curriculum Revision System** is implemented. **Curriculum Revision is planned for an annual revision** each June to revise curriculum based on student proficiency, adding objectives and standards for instruction as evidenced by data. Data is analyzed in the annual June data retreat to use for curriculum revision.

Our **Reading and Math Curriculum** has been revised and strengthened in June 2013 during a 2 week (12 day) June professional development. It is **100% aligned with Arizona Common Core Standards (ACCS).**

Each grade level 7th and 8th developed **Curriculum Maps for Reading and Math 100% aligned with ACCS** including a **Pacing Guide** showing which standards are taught each week (see sample Curriculum Maps).

Our Instructional Revision and Realignment based on data is described in System #4.

SYSTEM #3 COMPREHENSIVE STUDENT ASSESSMENT SYSTEM

A **Yearly Comprehensive Student Assessment Plan System specifies dates of multiple reading and math ongoing benchmark** and annual assessments. All assessments are aligned to the ACCS and the performance measures in the Instructional program (see Comprehensive Assessment).

The Prentice Hall Instructional System includes **specific defined performance assessment measures** aligned with the instruction and ACCS.

Periodic assessment and progress monitoring is done according to the Assessment Plan and Schedule to monitor student progress of all students and subgroups in meeting ACCS.

SYSTEM #4 INSTRUCTIONAL SYSTEM

The Instructional Systems, Prentice Hall Reading and Prentice Hall Math have been adopted, purchased and implemented. The Prentice Hall Instructional System is aligned to ACCS and the school Curriculum.

An **Instructional Schedule** has been implemented in which all students receive 105 minutes of Reading instruction daily and 60 minutes of math instruction daily. The quality and **amount of learning time for targeted intervention for subgroups** has been increased with **45 minutes daily of intervention program** during the school day for students in the lowest 25th percentile, ELL, and Students with Disabilities (see Academic Schedule).

Highly Qualified certified teaching staff teach in the charter program. The **student teacher ratio is reduced to 8:1 for proficient students and 4:I for the lowest 25th** percentile, ELL, and Students with Disabilities.

All teachers develop **weekly lesson plans based on ACCS** and the Curriculum Maps to guide instruction. The Head Teacher and/or Principal **reviews Lesson Plans weekly to monitor instructional planning to assure alignment of instruction to Curriculum Maps and ACCS.**

SYSTEM #5. DATA ANALYSIS, DATA DRIVEN INSTRUCTION & REALIGNMENT SYSTEM

The Prentice Hall Instructional System includes **specific defined performance assessment measures** aligned with the instruction and ACCS.

Periodic assessment and progress monitoring is done according to the Assessment Plan and Schedule to monitor student progress of all students and subgroups in meeting ACCS.

Assessment data is analyzed by staff teams after each assessment, using item analysis to determine which standards students are not proficient in and **to realign instruction.** Teachers analyze both reading and math data using item analysis to realign instruction.

Teachers **chart progress for all students, for students in the lowest 24^{5h} percentile** and ELL and Students with Disabilities.

Teachers **specify which standards to teach students based on assessment data. Teachers select intervention program materials** to teach targeted standards as part of the realignment of instruction. Student groupings change based on the data showing which standards are needed by the students.