KDLO CHARTER
REVOCATION HEARING

EXHIBIT 29

REPORT ON THE PROFESSIONAL LEARNING WORKSHOP
Curriculum Alignment to Arizona Common Core State Standards
Facilitated by Theresa Serapiglia Ph.D. June 24 through July 11, 2013

PROFESSIONAL LEARNING AND COLLABORATION
All classroom teachers K to 8th grade and one special education teacher participated in a Professional Learning Workshop for 12 days. All teachers attended all days with no absences. The Workshop was aligned to the school's purpose and direction and was developed to build capacity among teachers. Teachers collaborated among each other to improve curriculum, instruction, and student learning. Teachers received a Professional Learning Certificate for their participation in the Workshop.

ARIZONA COMMON CORE STATE STANDARDS
The facilitator distributed Arizona Common Core State Standards (CCSS) in Math, Reading, and Writing/Language/Speaking/Listening to be used as a basis for creating curriculum that is equitable and challenging and that provides opportunities for students to develop thinking and life skills.

Teachers studied the Common Core State Standards for Mathematics, Reading, and Writing/Language/Speaking/Listening. They studied the horizontal and vertical alignment of standards among grade levels. Teachers participated in a process to ensure alignment of curriculum, instruction, materials, and assessment based on the CCSS.

CURRICULUM MAPS FOR MATH, READING, AND WRITING
Each grade level developed 3 curriculum maps, one for Reading, Math, and Writing/Language. Each map is based on Common Core State Standards - specifying which Common Core State Standards will be taught each week in each subject area. Curriculum Maps will be used by staff to ensure that all CCSS are taught at each grade. Each Map is related to KDLO's core adopted materials specifying the topics and content that will be taught each week.
The Principal will monitor classroom instructional practices to ensure that instruction is aligned to Curriculum Maps and CCSS, that teachers are teaching the approved curriculum, and that teachers use content-specific standards (CCSS).

STUDENT ASSESSMENT
Curriculum Maps list the formative and summative assessments that will be administered at each grade level to monitor student progress. Data from the assessments will be used to plan instruction based on identified student need.

ANALYSIS OF STUDENT DATA AND GROUPING STUDENTS INTO TIERS

All teachers analyzed students' Reading, Writing, and Math assessment results including NWEA, AIMS, SAT 10, and DIBELS. Teachers determined student needs based on the multiple assessment data and determined Tier I, II and III Groups, listing which students are in the Intensive, Strategic, and Benchmark Groups and which students need Reading & Math intervention.

SCHEDULE

The Facilitator and Principal developed the classroom instructional schedule. The schedule provides sufficient time for teaching Math (80 – 90 minutes daily), Reading (90 minutes daily), and Writing/Language (40 – 60 minutes daily). The schedule also provides time for Reading Intervention and Enrichment and Math Intervention and Enrichment (30 – 60 minutes daily). In addition, the schedule also includes computer instruction, library, Dine' Studies, and PE/Health for each grade.
Special areas teachers (Dine' Studies, PE, and Special Education) are assigned to team with teachers in grades 3 to 8 to teach smaller groups in Reading and Math daily to provide instruction to students in need.

INSTRUCTIONAL UNITS and INSTRUCTIONAL MATERIALS

Teachers evaluated instructional materials and selected the best Math and Reading Programs for KDLO students, which are enVision Math K-6, Reading Streets K-6, and Prentice Hall for Literature and Math Grades 7 and 8. The Math and Reading Coach prepared requisitions so the materials can be purchased in time for students to use the materials at the beginning of the school year. Teachers studied their newly adopted instructional materials for greater efficiency and effectiveness next year. Teachers studied the correlation of newly adopted reading and math materials with the Common Core State Standards. We scheduled training on the new reading and math materials for 2 days during orientation week. Teachers can also use online tutorials for reading and math material on an individual basis.

Teachers collaborated and agreed to use the Instructional Unit Framework/ Lesson Plan Template for developing Instructional Unit Frameworks and Lesson Plans. Teacher developed Instructional Unit Frameworks/Lesson Plans based on the Curriculum Maps. Materials from Curriculum Maps can be used in the Instructional Unit Framework.

CURRICULUM BINDERS

All teachers completed a Curriculum Binder, which includes the Arizona Common Core State Standards, Curriculum Maps in Reading, Math, and Language/Writing/Speaking/Listening. Curriculum Binders also include Student Tier I, II and III groupings. All Curriculum Binders were completed by the end of Workshop.