Kin Dah Lichi'i Olta'

Charter School

Demonstration of Sufficient Progress and School Improvement Plan

2013-2014

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1a STUDENT GROWTH IN MATHEMATICS

MAJOR SCHOOL IMPROVEMENT COMPONENTS

The major School Improvement Components are identical for both reading and math for all students including the lowest 25th percentile, ELL, FRL and Students with Disabilities. Following are the major School Improvement Components to enable all children to meet the State's proficient and advanced levels of student academic achievement: (1) Our Charter's core academic curriculum and instructional program has been strengthen and is aligned with Arizona Common Core Standards (ACCS), (2) the Prentice Hall Reading and Math System aligned to ACCS has been implemented, (3) the student teacher ratio is reduced to 8:1 with Highly Qualified certified teaching staff, 4) the quality and amount of learning time has been increased with an after school tutoring program (4 days a week for 2 hours each day) and 45 minutes daily of intervention program during the school day, (5) periodic assessment and progress monitoring data is done to monitor student progress and plan instruction and (6) Teaching staff engage in comprehensive professional development focused on improving learning These components are described in this section and are also described in later sections of this improvement plan. This School Improvement Plan is described in the sections for each measure. The major overall School Improvement Components are described in Measure 1A Math. Other aligned Major School Improvement Components are being implemented. These other aligned School Improvement **Components are listed below and are described in the Sections / Measures listed.**

Other Aligned School Improvement Components	Described In Sections
Aligned Assessments and Data Driven Instruction	2A Reading
Increased Learning Time and School Leadership	2B Reading
Classroom Observation / Evaluation	2A Math
Initial Comprehensive Needs Data	2B Math
Decreased Teacher Ratio and Highly Qualified Staff	2C FRL Reading
Parents as Partners in Learning	2C FRL Reading
Using Technology	2C FRL Reading
Student Support Services & Integration of Funding	2C FRL Math

CURRICULUM

The Curriculum developed at KDLO defines clear, high standards, which will be achieved by all KDLO students. The curriculum is aligned to the standards (Arizona Common Core Standards), and students are assessed against the standards. A revised curriculum was developed based on the Arizona Common Core Standards. Teachers were provided professional development in developing Curriculum Maps, Pacing Guides, and Lesson Plans during a 12 day Summer workshop. All teachers developed and are using Curriculum Maps that align all standards, curriculum, instruction, and assessment. Teachers developed pacing guides using the Maps. All teachers develop weekly lesson plans based on Arizona Common Core Standards. Assessments, and the adopted instructional materials are aligned to Arizona Common Core Standards. **(Curriculum Maps and Pacing Guides are included in the Curriculum Binder, Sections 4 & 9. Lesson Plans are included in Section 5) Curriculum** Maps contain the academic content to be taught each week, the ACCS aligned to that content, material lessons and page numbers, assessments, and tutoring focus.

INSTRUCTION - Lesson Plan Review, Classroom Observation

The Head Teacher and/or Principal reviews Lesson Plans weekly to monitor alignment and to assure alignment to Curriculum Maps and Arizona Common Core Standards (ACCS). The Head Teacher is responsible for reviewing and approving lesson plans weekly submitted by the teaching staff, prior to them being presented to the students. **Additional narrative on classroom observation and teacher evaluation is included in Section 2A Math of this Improvement Plan.** Classroom observation focuses on monitoring implementation of ACCS in instruction. The Principal and Head Teacher have reviewed Curriculum Maps for alignment to ACCS and have approved final curriculum content, in keeping with Arizona Common Core Standards.

The Prentice Hall system provides coverage of all the Common Core Arizona State Standards for each grade. The suggested number of days for each Prentice Hall chapter is based on a traditional 45-minute class period and a total of 150 days of instruction. We have scheduled 60 minutes daily and 183 school days of instruction for math, which significantly increases students' learning time for math. One of the major goals of our mathematics program is to develop students' ability to solve problems in class, on assessments, in the context of real-world situations, and outside the classroom. We use Prentice Hall Mathematics to help support this goal by embedding problem solving strategies as found in the Student Edition, and including sufficient problems to help students practice and reinforce problem-solving skills. Teachers provide students an opportunity to complete more in-depth problems and applications of the mathematical content they're learning, using the in-lesson activities and the full feature Activity Labs. Teachers include a problem solving practice in each lesson. Additional problems are used from the end of each book in the Extra Skill and Word Problem Practice section, to provide additional intervention for students.

ASSESSMENT / MONITORING & DOCUMENTING PROFICIENCY

A School Wide Assessment Calendar is developed (shown in the Data Binder, Section 1). An annual Data Retreat is scheduled to occur at the beginning of every school year. Specific student areas of weakness and strength are noted on Assessments including AIMS, as are any student achievement trends. This information is then used by teachers, to monitor and document learning proficiency and to guide instruction. Throughout the school year, NWEA MAPS data, along with Descartes information is used, quarterly, to monitor and document student learning, realign instruction and plan instruction based on the data. **Additional School Improvement assessment procedures that are being implemented are included in Section 2A.** Yearly student growth in reading and math is monitored and documented using AIMS. Students are grouped for instruction by assessment data and are provided instruction in small groups for reading and math **(Student Grouping is shown in the Data Binder, Section 4). (NWEA Teacher Reports are included in the Data Binder Section 3) (Detailed Math Monitoring Data is included in the Data Binder Section 6)**

PROFESSIONAL DEVELOPMENT

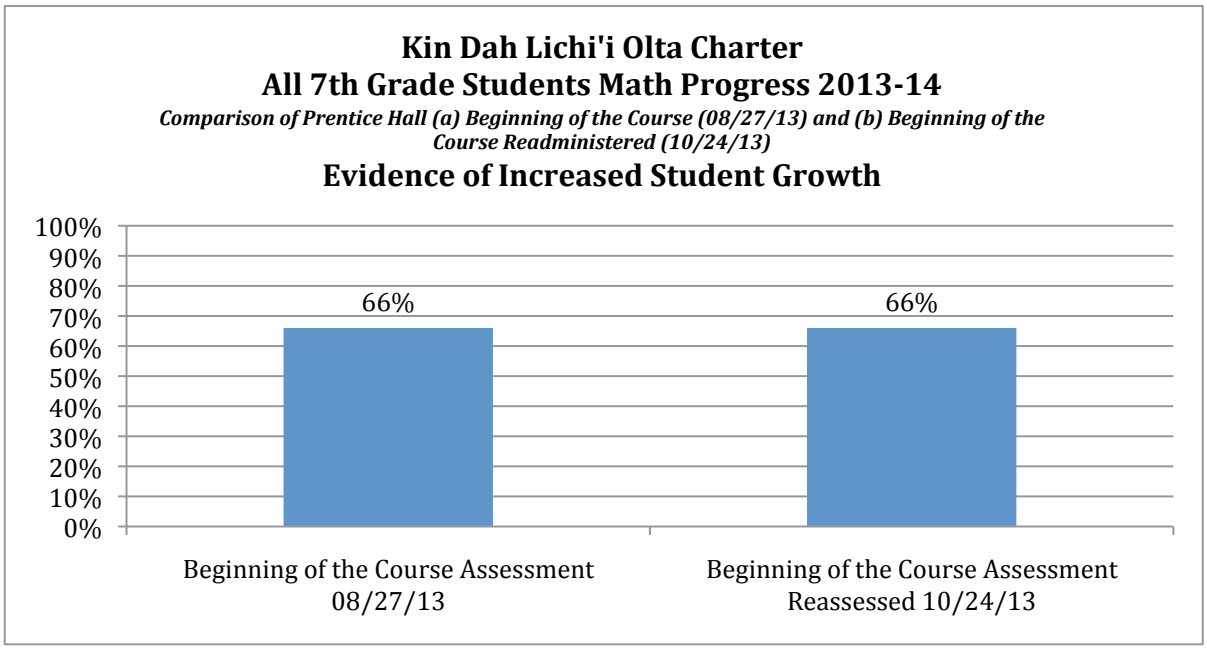
Intense Professional Development is provided **(The Professional Development Plan is shown in the Data Binder, Section 14).** Professional Development was provided for 12 days before the school year**.** Qualified external Consultants provided Professional Development and follow through which consisted of: a) Curriculum development and alignment with Arizona Common Core Standards, b) Development of Curriculum Maps in Reading and Math based on CCSS, c) Development of Lesson Plans based on Curriculum Maps using CCSS, d) Analysis of student data on AIMS and NWEA. Identification of students in the lowest 25% percentile, e) Determine Specific areas of need for students and for students in lowest 25%ile. Instructional planning, and f) Identification of progress monitoring including Benchmark Assessments, Unit and Chapter tests in Reading and Math.

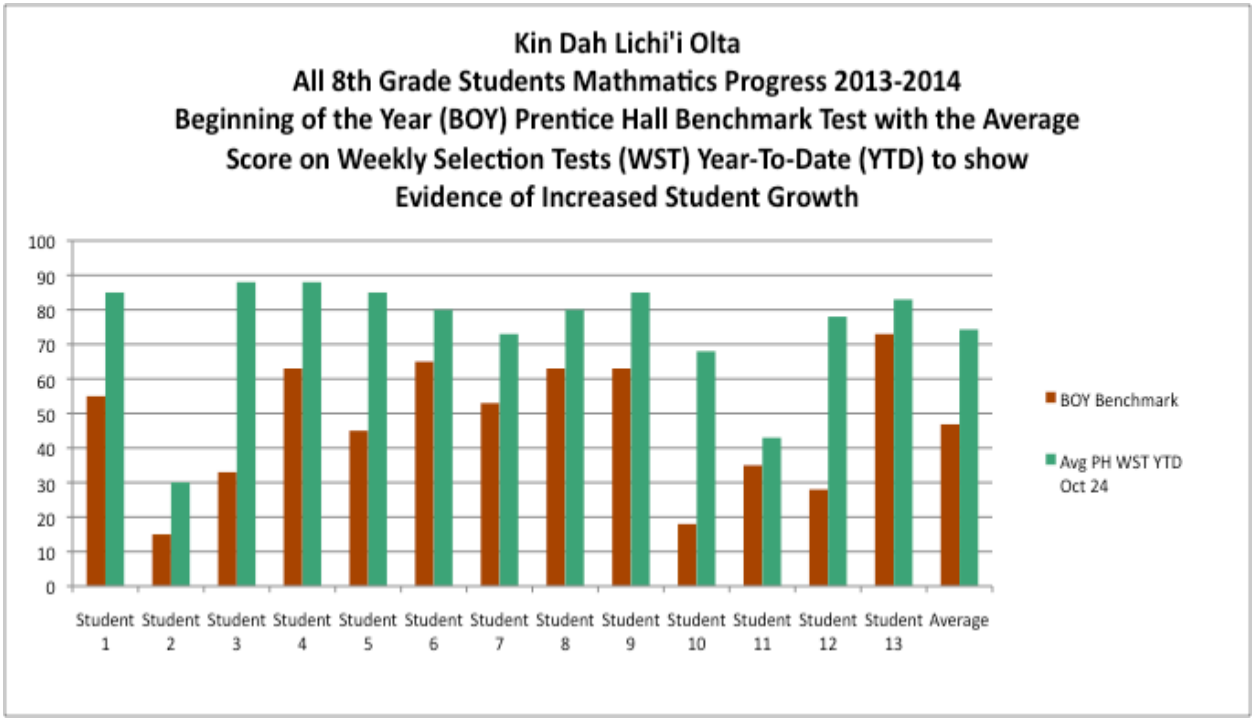
Instructional Teams also meet for blocks of time (early release Friday days once or twice a month). The newly adopted instructional, Prentice Hall (PH), is being implemented. Professional development was provided on PH for 2 days in August. **(See correlations of reading materials to the Arizona Common Core Standards in the Curriculum Binder, Section 4 & 9).**

DEMONSTRATION OF PROGRESS

The most compelling data showing progress in student achievement is progress-monitoring data that was recorded and documented during the beginning of 2013-2014 School Year. This data showing progress in student achievement is evidence that the current School Improvement Program is working Students were administered the Prentice Hall Beginning Of the Year (BOY) Benchmark Test 1 in August 2013, which is a criterion referenced assessment that assesses students' proficiency on Arizona Common Core Standards. This same test was re-administered to students in October 2013 to measure growth. Students in the 7th grade went from an average score of 66% in August 2013 to an average score of 66% in October 2013, showing leveled performance. Students in the 8th grade went from an average score of 46% in August 2013 to an average score of 74% in October 2013. These scores show significant increases in Math achievement and show that students are becoming proficient in the Arizona Common Core Standards in Math.

1a STUDENT GROWTH IN MATHEMATICS





1a STUDENT GROWTH IN READING

The Curriculum, Instruction, Assessment and Professional development described in Section 1A is identical to that for this measure. Please see Section 1A for a through description.

INSTRUCTION

A Structured Reading Block is being implemented. This block of time is scheduled for teaching reading for 100 minutes daily. Teachers have been trained to use research-based instructional strategies in reading and language arts during the Structured Reading Block. The Principal and Head Teacher do a walk- through observation in each classroom weekly to observe for fidelity to the Structured Reading Block, to the core instructional materials, to Prentice Hall System, and to Lesson Plans based on Curriculum Maps and Pacing Guides based on Arizona Common Core Standards.

All teachers are using scientifically based instructional strategies in the structured reading block as followings: All teachers use higher-level comprehension questioning based on ACCS and encourage students' elaboration daily. During small group instruction in reading, all teachers encourage students to paraphrase, summarize, and relate information from their own reading. All teachers encourage students to check their own comprehension during students' independent silent reading. All teachers engage all students and encourage all students to participate. Students are engaged and on task.

Reading materials are used that are 50% fiction and 50% nonfiction throughout the year, and close to students' grade level. Teachers show enthusiasm for reading. Routines stay the same during the year. The first read is to read for understanding and enjoyment, 2nd read is for analysis and interpretation. Approximately 6-8 students are grouped by reading ability, seated around a table with the teacher seated with students to monitor all students. Teacher and Teaching Assistant/Special Area Teacher each have a group. Includes the following:

The teacher conducts guided reading activities in which Students Read Silently Independently. Students are directed to read the amount appropriate for students to read prior to each discussion or question. Teacher Asks Comprehension Questions taken from Prentice Hall or ACSS, structuring the discussion so that all students have practice responding. The teacher conducts Literature Discussion or Retell activities in which all students ask and answer questions and discuss the reading. Teacher monitors responses and gives corrective feedback or models good responses.

During the 100 minute Reading Block daily, Teacher A teaches the Intensive Group for 50 min then teaches Strategic Group for 50min. Teacher B teaches the Strategic Group for 50 minutes, then the Intensive Group for 50 minutes. Teacher C teaches the Benchmark students 100 min. Teacher A & B alternate groups weekly. Teachers select from one of 3 reading selections that the Prentice Hall System provides. Intensive Students (lowest 25th %ile) read from the Adapted Reader. Strategic Students (Tier II) read from the Prentice Hall Story A. Benchmark Students (meet standards) read from the Prentice Hall Story B.

Teachers use the Prentice Hall Reading System to teach Common Core State Standards and strands including Reading (divided between Literature and Informational Text), Writing, Speaking and Listening, and Language. Because Common Core State standards requires students to read text of increasing complexity, teachers assign reading from Prentice Hall's variety of selections of appropriate complexity level. Teachers use Prentice Hall end-of-selection projects and writing assignments to lead students to extend their basic understanding of a text.

On the first reading of a selection or passages teachers guide students to understand the text on a literal level, identifying key ideas and details. Then, on a second reading, students analyze aspects of the writer's craft and the structure of a text. On a third reading, students integrate knowledge and ideas to understand the text as a coherent whole and to connect it to other works, to larger issues and ideas, and to real-world experience. Students are prompted to apply the Multi-draft Reading strategy not only to works they encounter in the textbook, but also to complex texts they choose as independent readings.

Teachers are using a 4 day cycle for each reading selection which includes the following: During Day 1 teachers Introduce the reading skill, introduce the Literary Analysis concept, distribute copies of the appropriate graphic organizer for the Reading Skill, use transparencies, teach the selection vocabulary, and introduce the Word Study skill. During Days 2-3 teachers build background with the

Background activities, develop thematic vocabulary and thematic thinking with Writing About the Big Question, prepare students to read with the Activating Prior Knowledge activities, monitor comprehension while students read, and use the Reading Check questions to confirm comprehension. During Day 4 teachers assess students' comprehension and mastery of the skills by having them answer the critical Thinking, Reading Skill, and Literary Analysis Questions, having the students complete the Vocabulary Practice activities, and having students complete the Word Study activities.

The PH system provides learning activities to teach to the Common Core State Standards. Students read classic and contemporary literature and challenging informational text. Equal attention is paid to English Language Arts courses and literacy in History/Social Studies, Science, and Technical Subjects. The standards mandate critical types of content for all students including classic myths, foundational U.S. documents, seminal works of American literature, and Shakespeare. Reading skills are organized around these anchor standards: Key Ideas and details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.

Students read and evaluate multiple texts, including online texts, regularly in the program. Teachers use Unit-level Writing Workshops and selection level Research and Technology assignments to give students practice in writing research reports and planning and delivering multimedia presentations related to their reading selections. Teachers use Prentice Hall strategies for reading content-area text to develop content-area and academic vocabulary; to develop attention to the text structures of informational text, such as cause and effect, problem and solution; and to comprehend complex language structures.

Teachers use the Prentice Hall Reading System to teach Common Core State Standards and strands including Reading (divided between Literature and Informational Text), Writing, Speaking and Listening, and Language. Because Common Core State standards requires students to read text of increasing complexity, teachers assign reading from Prentice Hall's variety of selections of appropriate complexity level. Teachers use Prentice Hall end-of-selection projects and writing assignments to lead students to extend their basic understanding of a text.

PROFESIONAL DEVELOPMENT

Prentice Hall/Pearson Math Training was provided to all staff in August to meet the needs of staff and students based on data for: ELL students, Special Education students, lowest 25%ile students, and Benchmark. Training included Implementation of the Prentice Hall Math Instructional System including alignment to Common Core Standards, instructional resources, differentiated instructional strategies, resources, and aligned assessment. Additional training also included Student & Program Monitoring, Analysis of data, program, planning based on data, and grouping for instruction provided for 3 days in October.

DEMONSTRATION OF PROGRESS

(Additional detailed Reading monitoring data is included in Section 5 of the Data Binder)

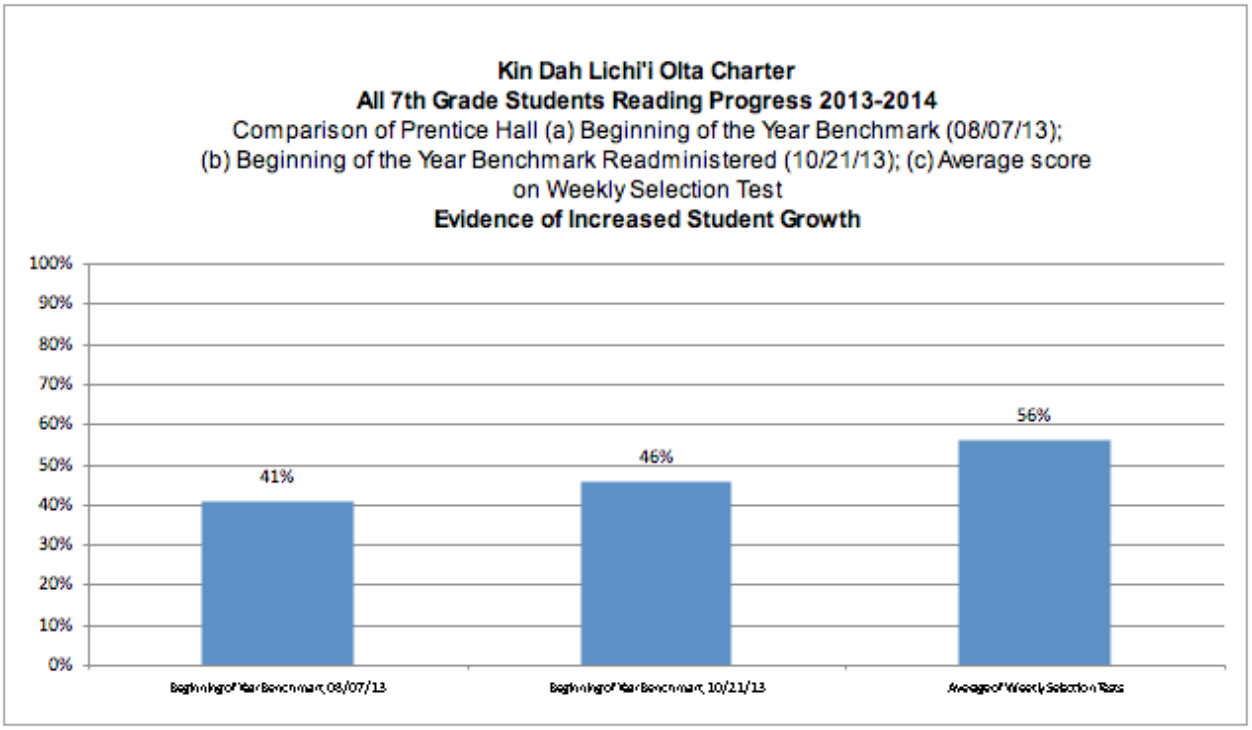
Data on the following charts show that students are making progress in Reading during SY 2013-14 with the implementation of the School Improvement Program.

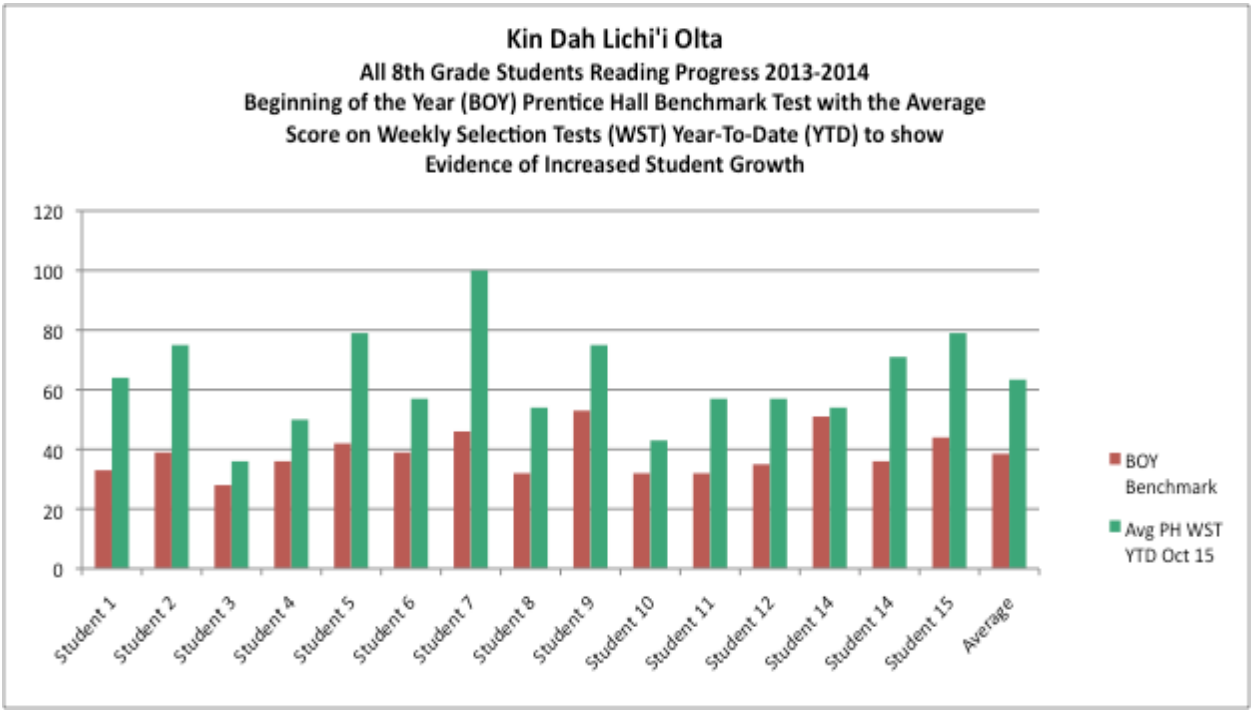
Teachers administered the Prentice Hall (PH) Beginning Of the Year (BOY) Benchmark Test in August as baseline data. Teachers re-administered the same BOY Benchmark Test in August to measure growth.

Grade 7 scores went from a class average of 41% proficiency on the August BOY, to 46% on the Beginning Of the Year Benchmark Test re-administered on October 21, 2013. Student progress monitoring in the PH System is done weekly by administering the Weekly Selection Test. The PH System keeps a running average of the weekly Selection Test Scores for grade 7 on the Weekly Selection Tests. Scores for grade 7 on the Weekly Selection Test went to 56%, a significant gain in achievement.

Grade 8 students went from a class average of 49% proficiency on the August BOY, to a class average of 62% average proficiency on the Weekly Selection Tests in Reading. Individual student growth scores are shown on the chart. Students have made significant gains in proficiency in the Arizona Common Core Standards in reading.

1a STUDENT GROWTH IN READING





1b STUDENT GROWTH IN READING FOR STUDENTS IN THE LOWEST 25%

The Curriculum, Instruction, Assessment and Professional development described in Section 1A is identical to that for this measure. Please see Section 1A for a through description.

INSTRUCTION

Students in the Lowest 25th Percentile were identified using their %ile scores from the Fall 2013 NWEA assessment. In addition to the core-reading program, struggling readers in the lowest 25th percentile work in small groups for an additional 22 minutes of intensive instruction in reading each day. This strategic intervention provides more practice and scaffolding with the critical elements of reading instruction. Teachers provide tutoring to students in the lowest 25th percentile in reading during the one hour after school tutoring time Monday and Thursday for one hour each day for reading instructor. Reading instruction is organized around problem/solution activities that make the world a more meaningful place for students. Reading experiences, digital and print, helps students develop more complex thinking skills as they encounter more involved texts. The online practice activities teach higher-level thinking, reasoning and comprehension skills.

Approximately 6-8 students are grouped by reading ability, seated around a table with the teacher seated with students to monitor all students. Teacher and Teaching Assistant/Special Area Teacher each have a group. Includes the following: The teacher conducts guided reading activities in which Students Read Silently

Independently. Students are directed to read the amount appropriate for students to read prior to each discussion or question. Teacher Asks Comprehension Questions taken from Prentice Hall or ACSS, structuring the discussion so that all students have practice responding. The teacher conducts Literature Discussion or Retell activities in which all students ask and answer questions and discuss the reading. Teacher monitors responses and gives corrective feedback or models good responses.

During the 100 minute Reading Block daily, Teacher A teaches the Intensive Group for 50 min then teaches Strategic Group for 50min. Teacher B teaches the Strategic Group for 50 minutes, then the Intensive Group for 50 minutes. Teacher C teaches the Benchmark students 100 min. Teacher A & B alternate groups weekly. Teachers select from one of 3 reading selections that the Prentice Hall System provides. Intensive Students (lowest 25th %ile) read from the Adapted Reader. Strategic Students (Tier II) read from the Prentice Hall Story A. Benchmark Students (meet standards) read from the Prentice Hall Story B.

The Prentice Hall Literature system provides online learning activities for teachers to use to achieve personalized, differentiated learning for every student. Informational text is integrated into the program. Students read a wide variety of nonfiction, including works relating to different content areas. Instruction and questions with these selections encourage students to connect such texts to relevant subject areas and real-world situations. Reading for information in every unit instructs students in the application of reading skills to a variety of functional and expository texts, linked to a variety of content areas and real-world contexts. As students engage with functional and expository texts, they learn content-area vocabulary that will help them master texts of increasing complexity in different content areas. Teachers use the resources for tiered intervention to address the needs of all students reading informational texts and provide progress monitoring.

Teachers choose texts that are a good fit for students, and use the leveled selection choices. Teachers use exemplar texts both in guided reading and independent reading. Independent Reading is augmented with Attentive Reading questions that enable students to successfully tackle complex texts on their own. Reading strategies focus on the Arizona Common Core Standards and provide learning activities in Key Ideas, Craft and Structure, and Integrating Knowledge and Ideas.

Teachers use Understanding by Design to guide students in addressing open-ended Big Questions that connects readings to other subjects and to real-world experience. Teachers use the unit workshops to provide opportunities to integrate and evaluate content presented in diverse formats and media. An Independent Reading activity is included with every unit to enable students to build knowledge by reading complex literary and informational texts independently and proficiently. Time is

allocated for independent reading during the Reading Block.

Since our students have below average vocabulary abilities, teachers use the Prentice Hall system to emphasize a variety of vocabulary acquisition strategies daily, such as selection word banks, workshops, and teacher notes to quiz students in mastering and applying a variety of vocabulary acquisition strategies. These strategies and activities also guide students in mastering academic and domain-specific vocabulary. Tier 2 and 3 words are taught which are more challenging for students to learn and internalize because they are more sophisticated and found primarily in written text or during domain-specific studies like biology, and mathematics. Making classrooms into "vocabulary zones"; Teachers decorate with word walls that include vocabulary so students are exposed to words every day. They intentionally weave vocabulary into discussions and assignment language and encourage students to use new vocabulary.

Independent reading is used to provide opportunities for students to select their own books from a wide range of materials. These supplemental reading texts allow students to select from materials that include a variety of levels, authors, genres, topics, and more. Teachers hold students accountable for their reading through discussions, journaling, and other follow-up activities.

For the lowest 25 percentile student group, teachers a) practice, model, and monitor fluency in groups or with individuals, b) support and monitor comprehension and skills development, working in small groups or with individuals, monitor comprehension frequently with group questions and individual instruction, c) model strategies while guiding students in completing the activities and prompts in the Readers Notebook, as well as the graphic organizers, and d) practice skills and monitor mastery with the Reading Kit worksheets.

Teachers use the RTI system. Response to Intervention (RTI) integrates assessment and intervention to maximize student achievement. Based on the framework of the Arizona Common Core State Standards, RTI is used to establish appropriate learning outcomes and activities at each tier of intervention (Tiers I, II, and III) by identifying and using the specific tasks that students need to develop and master at each Tier in order to advance.

Teachers use the Prentice Hall instructional materials (both print and digital) to provide additional learning for students in intervention Tiers 2 and 3 (lowest 25th percentile), to address the unmet needs of the students after instruction has been administered. These alternative approaches are delivered to at-risk students in small group interventions (at Tier 2); and more individualized, in-depth interventions (at Tier 3 - lowest 25th percentile). Instruction is delivered in small groups per the daily schedule.

DEMONSTRATION OF PROGRESS

(Detailed student mastery data for students in the lowest 25% percentile is included in the Data Binder Section 8)

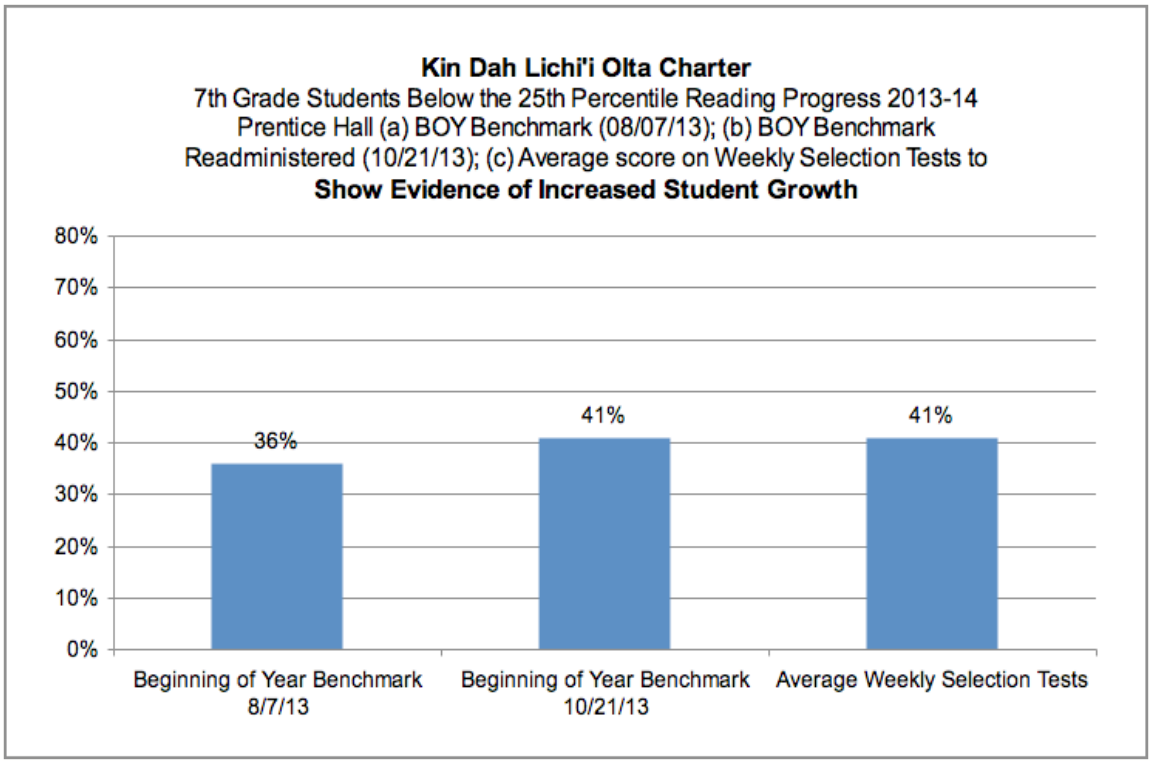
Data on the following charts show that students in the lowest 25th percentile are making progress in Reading during SY 2013-14 with the implementation of the School Improvement Program.

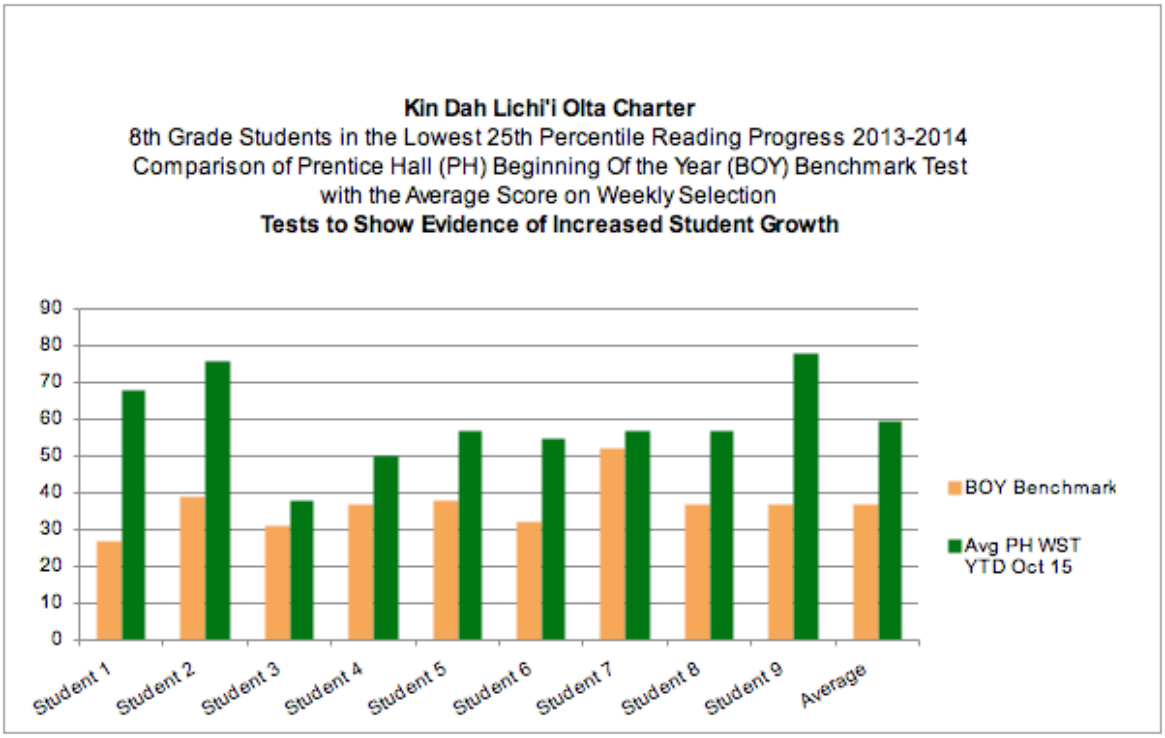
Teachers administered the Prentice Hall (PH) Beginning Of the Year (BOY) Benchmark Test in August as baseline data. Teachers re-administered the same BOY Benchmark Test in August to measure growth.

Grade 7 scores went from a class average of 36% proficiency on the August BOY, to 41% on the Beginning Of the Year Benchmark Test re-administered on October 21, 2013. Student progress monitoring in the PH System is done weekly by administering the Weekly Selection Test. The PH System keeps a running average of the weekly Selection Test Scores for grade 7 on the Weekly Selection Tests. Scores for grade 7 on the Weekly Selection Test stayed at 41%.

Grade 8 students in the lowest 25th percentile went from a class average of 37% proficiency on the August BOY, to a class average of 60% average proficiency on the Weekly Selection Tests in Reading. Individual student growth scores are shown on the chart. These scores show a significant improvement in Reading for students in the lowest 25th percentile. Students have made significant gains in proficiency in the Arizona Common Core Standards in reading.

1b STUDENT GROWTH IN READING FOR STUDENTS IN THE LOWEST 25%





1b STUDENT GROWTH IN MATHEMATICS FOR STUDENTS IN THE LOWEST 25%

The Curriculum, Instruction, Assessment and Professional development described in Section 1A is identical to that for this measure. Please see Section 1A for a through description.

The major School Improvement Components are identical for both reading and math for all students including the lowest 25th percentile, ELL, FRL, and Students with Disabilities. Following are the major School Improvement Components to enable all children to meet the Arizona Common Core Standards: (1) Our Charter's core academic curriculum and instructional program has been strengthen and is aligned with Arizona Common Core Standards (ACCS). All teachers develop weekly lesson plans based on ACCS. Assessments, and the adopted instructional materials are aligned to ACCS. The Head Teacher and/or Principal reviews Lesson Plans weekly to monitor to assure alignment to Curriculum Maps and ACCS. (2) the Prentice Hall Reading and Math System aligned to ACCS has been implemented, (3) the student teacher ratio is reduced to 8:1 with Highly Qualified certified teaching staff, 4) the quality and amount of learning time has been increased with an after school tutoring program for 4 days a week for 2 hours each day, and 45 minutes daily of intervention program during the school day, (5) periodic assessment and progress monitoring data is done to monitor student progress in meeting ACCS and to plan instruction, and (6) Teaching staff engage in comprehensive professional development focused on improving learning in reading and math for all students. Classroom observation and teacher evaluation focuses on monitoring implementation of ACCS in instruction.

ASSESSMENT

Students in the Lowest 25th Percentile were identified using their %ile scores from the Fall 2013 NWEA assessment. Teachers continuously monitor student progress during the reading core curriculum and interventions using objective information to determine if students are meeting goals, then use follow-up measures to assure that the intervention was implemented as intended and lead to students' increased learning.

Teachers work diligently with each student and maintain a portfolio to determine any areas of weakness for reading. Teachers individualize and differentiate for each student to ensure mastery of the standards is being achieved. This is done through individual or small group tutorials during or after school to assist the students in mastering the standards.

MAPS/DesCartes data is used to identify students and the specific standards or skills they are having difficulty mastering. Results of the first Benchmark assessment of the school year are used to identify students. Objectives are leveled to target proficiency on standards to each student's demonstrated prior mastery based on multiple points of data (i.e., units tests and student work). Teachers individualize instruction, for individuals or groups, based on pre-test results to provide support for some students and enhanced learning opportunities for others. All teachers re-teach based on post-test results.

Teachers use differentiated assessments for each ability group. The Prentice Hall Mathematics system provides differentiating assessments that the teachers use to monitor student progress and inform future instruction. Three versions of each chapter test are provided: L2 for Below Level, L3 for All Students, and L4 for Advanced Learners, which teachers tailor to students' abilities and skills in math.

INSTRUCTION

Students are grouped for instruction during the 60 minute math instructions as follows: a) Teacher A teaches the Intensive Group (below 25th %ile) from 1015-1045 AM, b) Teacher B teaches the Strategic Group (Tier II) from 10:45-11:15 AM. Teacher A & B rotate daily, and c) Teacher C teaches the Benchmark Group from 10:15-11:15. Teacher A & teacher C rotate groups weekly.

In addition to the core math program, struggling students in the lowest 25th percentile are instructed and work in small groups for an additional 22 minutes of intensive instruction in math each day. Individual tutoring is provided for the lowest 25th percentile students in math for 60 minutes after school 4 days per week (Mon. - Thurs.) This strategic intervention provides more practice and scaffolding with the critical elements of math instruction and provides a significant increase in math learning time for the lowest 25th percentile of students.

Prentice Hall Mathematics is a system that includes several resources for differentiation instruction. Teachers identify and choose the appropriate resources for their lowest 25%ile students. Each lesson has activities for learning the math skills and concepts at Below Level students, advanced students, and ELL students.

Extended day skills-based structured tutoring program provides extended teaching time to students who have not achieved BENCHMARK/Proficiency on NWEA MAPS, AIMS, and Prentice Hall. Tutoring is provided 4 days a week from 3:00PM to 5:00PM for those students in the lowest 25%. One half of the tutoring time is for academic intervention on identified skills, the other time is used for enrichment in art, project based enjoyable activities, and recreational activities. Integrated implementation of RTI (tiered levels of learning) for all students for 60 minutes scheduled daily. Instructional staff has received training in differentiated instruction. RTI is being implemented to ensure that all students are receiving the academic support they are in need of. Instructional staff attends training in areas that they have identified as deficient. Extended learning time is given to students who have been determined "at-risk" through data collection and analysis and support services may include counseling, pupil services, mentoring, college and career awareness.

Prentice Hall Mathematics provides solutions for meeting the needs of all students by providing superior teacher support materials for planning how to effectively differentiate instruction, and providing unique resources for the various population of students. Teachers use these support materials for the lowest 25th %tile including the following. Additional support is provided in the Teacher's Editions for Below Level and Special Needs students. All-In-One Student Workbook Adapted Version is a resource with adapted practice and adapted daily note taking worksheets to support below level students. Teachers use these critical resources to be able to teach the same mathematical context with the students, but provide a more appropriate resource for students to take notes and practice the lesson's mathematics.

PROFESSIONAL DEVELOPMENT

Reading and Math Intervention, RTI Training, to meet the lowest 25th percentile including ELL and Special Education. An introduction to the Response To Intervention (RTI) system. Covering: a) All eight steps of the RTI process, b) Getting teachers on-board with RTI, c) Getting everyone at the school on the same page with RTI, and d) Simplifying the intervention process to improve interventions.

RTI Tier One: Improving Full Class Instruction in Reading and Math is scheduled. Presentation includes: a) A focus on "Tier One" or Full Class instruction, b) simple steps that Teachers can take to increase learning and helping the most reluctant teachers to change how they teach.

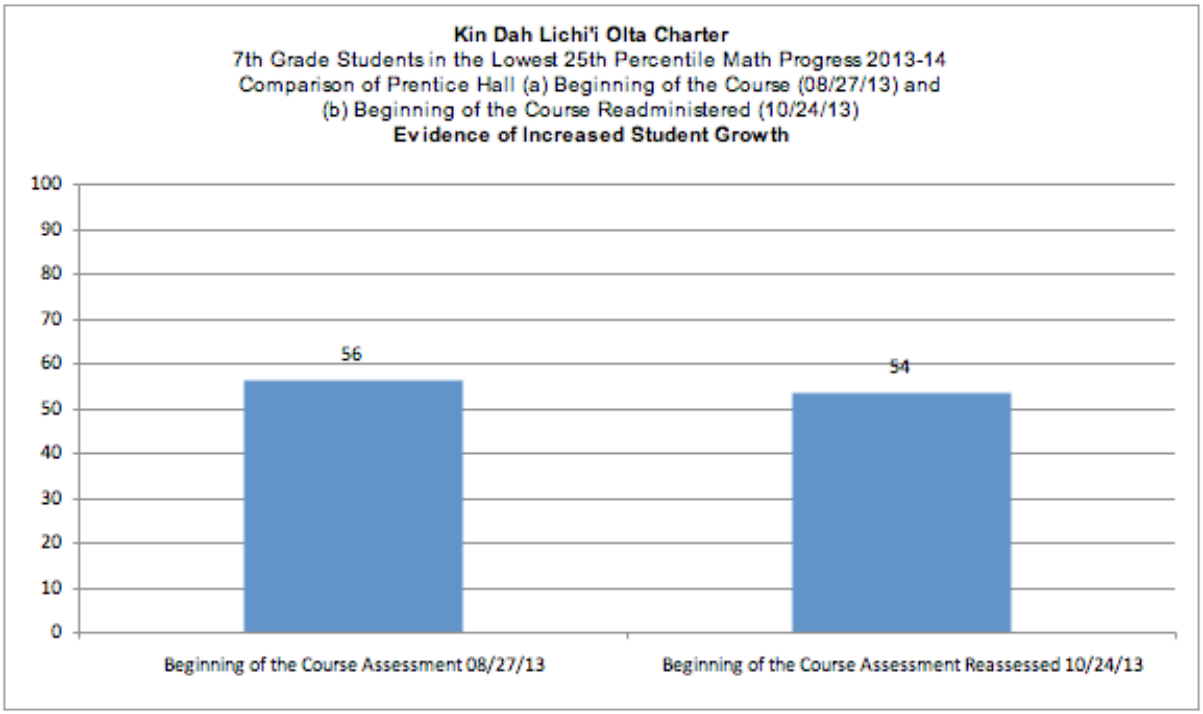
DEMONSTRATION OF PROGRESS

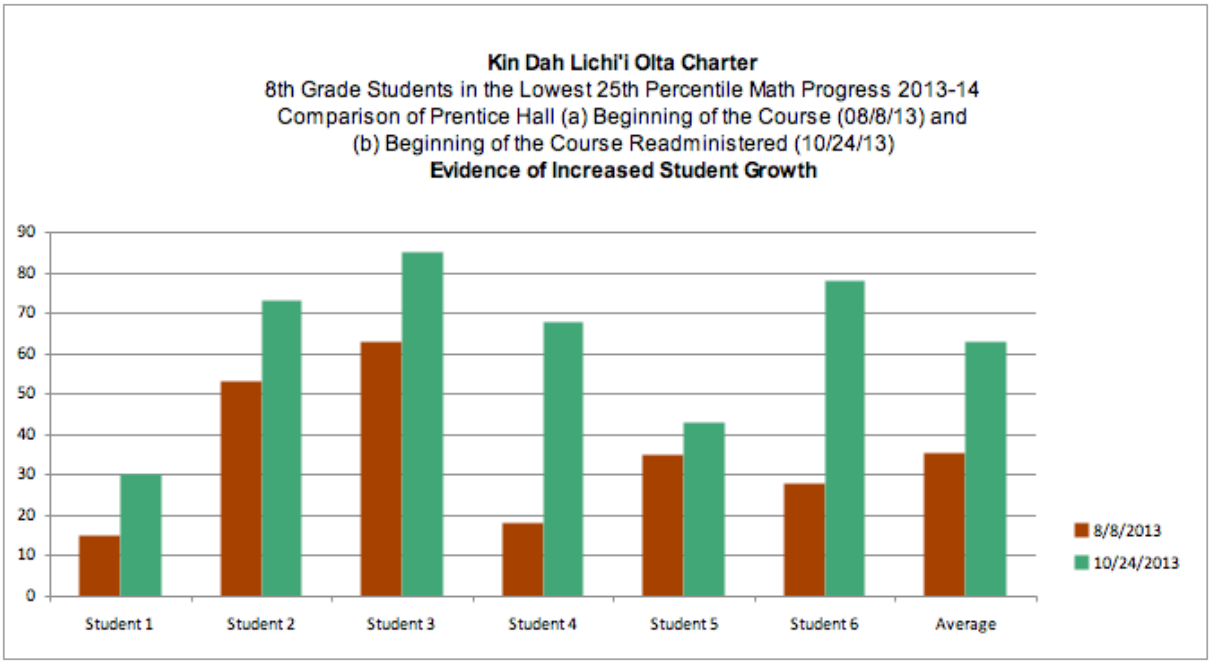
(Detailed assessment data to monitor the progress of students in the lowest 25% is included in the Data Binder Section 8)

The most compelling data showing progress in student achievement is progress-monitoring data that was recorded and documented during the 2013-2014 School Year. This data showing progress in student achievement is evidence that the current School Improvement Program is working Students n the lowest 25th percentile were administered the Prentice Hall Beginning Of the Year (BOY) Benchmark Test in August 2013, a criterion referenced assessment that assesses students' proficiency in Arizona Common Core Standards. This same test was re-administered to students in October 2013 to measure growth. Students in the 7th grade went from an average score of 56% in August 2013 to an average score of 54% in October 2013, showing leveled performance

Students in the 8th grade went from an average score of 35% in August 2013 to an average score of 63% in October 2013. These scores show significant increases in Math achievement.

1b STUDENT GROWTH IN MATHEMATICS FOR STUDENTS IN THE LOWEST 25%





2a PERCENT PASSING AIMS IN READING

Mitigating Factors below contributed to last years underperforming profile on the AIMS Tests. Staffing Issues: During prior years there were no Highly Qualified teachers teaching in the Charter School. Administration changed several times. Student to Teacher Ratio: There were 24 students in eighth grade and 23 students in seventh grade for a student -teacher ratio of 15 to 1 Curriculum Issues: Regarding instruction, teachers did not develop Curriculum Maps and Pacing Guides based on Common Core Standards. There was no time in the daily classroom schedule for Reading and Math Intervention. Professional Development was very minimal. Environmental Issues: Cold weather caused some school closures. Attendance was an issue because some students were unable to come to school because of impassable roads.

The Curriculum, Instruction, Assessment and Professional development described in Section 1A is identical to that for this measure. Please see Section 1A for a through description.

Test results from previous years have been reviewed and are used to draw comparisons of the progress of KDLO students both internally and as a framework to measure our school against comparable schools in Arizona.

The strategies used to accelerate growth for students include: descartes activities, grouping by tiers, using buckle down reading and common core coach, shared reading (think, pair, share), guided reading (provide questions on elements of reading), retell story (oral, visuals, etc.).

Baseline assessment provided all stakeholders with the information needed to identify students' strengths and weaknesses, to effectively target instruction, and to set classroom level, and individual student-level goals.

Following is a description of additional major School Improvement Components that are being implemented for all measures to be aligned with School Improvements Components described in Section 1a.

ASSESSMENT - FORMATIVE

Prentice Hall Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. Formative assessments are given to determine areas of growth, and are used to continue to identify instructional priorities. Assessments measure instructional effectiveness and student achievement, and are an integral part of the system. Formative assessments, in particular, provide a systematic and regular measurement of students' progress in the classroom, and are the processes used to drive instructional practice. Ongoing classroom assessment includes daily student class-work, student participation and discussions, rubrics and curriculum-based measures from Prentice Hall including Prentice Hall online technology based assessments. Regular homework assignments are assigned for each core subject area, which will assist students in assessing their independent work. Teachers use Prentice Hall Reading Performance Tasks, related to the Core framework by providing assessment opportunities for each reading standard. Formative assessments will be given to the students at the end of each unit of study to measure mastery, which has been set at 80%.

INSTRUCTION - DATA DRIVEN

Staff use a "Data Driven" Instructional system which includes analyzing baseline data from assessments and report cards, and then providing targeted professional development to support teachers' knowledge base of the research based instructional strategies to employ, that best meet the needs of each student. Teachers have the information needed to effectively adjust instructional focus, and employ regrouping and other differentiation strategies, to ensure that each student is making progress towards mastery of specific skills and content. Using data-driven instruction and ongoing assessment is a cornerstone of our program.

Student achievement data is included in each student's file and makes year-to-year evaluation and tracking of benchmarks more efficient. It also provides students, parents, teachers and

administrators, information to make decisions about differentiating instruction for each student. Teachers, based on the data, will make the decision to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction, reaching students who need remediation or acceleration through differentiated instruction.

ASSESSMENT - SUMMATIVE

Summative Assessments are an essential part of meeting academic performance objectives. They are administered at the completion of a unit of study in order to assess the academic progress of students in mastering standards and performance objectives in core subjects of the Common Core and Arizona State Standards. Summative Assessments will include regular curriculum-based and standards-aligned teacher assessments, teacher insight and feedback, and student portfolios.

KDLO will administer all state and BIE mandated testing. All 7th & 8th grade students will take the AIMS test in the Spring and NWEA in the Fall, Winter and Spring. These tests will be used to give a comparison of how our students are performing compared to a variety of benchmarks – both criterion-referenced and norm-referenced. This information will enable us to measure student, class, and school growth by these benchmarks. Data from the annual AIMS assessment are analyzed in professional development meetings in late summer to give teachers data needed to design learning activities for the next school year.

Learning activities and test taking techniques and activities are practiced throughout the school year. AIMS practice activities are practiced weekly with Buckle Down series. Teachers receive timely reports of results from standardized tests (NWEA and AIMS) and objectives-based Prentice Hall tests.

KDLO staff discusses the data from assessments with parents and students. A progress report / report card is provided to parents at the end of each academic quarter (four times per year). These progress reports contain the following information: the student's grade in previous and current periods in each subject; and specific comments if needed regarding academic achievements, suggestions for additional school support, parent involvement if needed, or any discipline or attendance issues.

Team Data Analysis and Data Driven Instructional Planning, Use of Research-based strategies in Reading and Math, Progress Monitoring of subgroups including lowest 25th percentile. Viewing of discussion of Prentice Hall on-line tutorials (under the direction of the Head Teacher).

Teachers analyze AIMS annually to determine students' level of proficiency on AIMS strands and concepts. Teachers then provide extra instruction of strands and concepts students score low on. (**Graphs of student proficiency on AIMS strands & concepts is included in Data Binder Sec. 2)**

DEMONSTRATION OF PROGRESS

Data on the following chart shows that students demonstrated progress on the AIMS assessment in Reading.

For 7th grade the percentage of students who scored in the "Falls Far Below" category dropped dramatically from 7% in 2011 to 0% in 2013.

For 8th grade the percentage of students who scored in the "Falls Far Below" category dropped dramatically from 35% in 2011 to 13% in 2013.

For 7th grade the percentage of students who scored in the "Approaching" category jumped from 59% in 2011 to 64% in 2013.

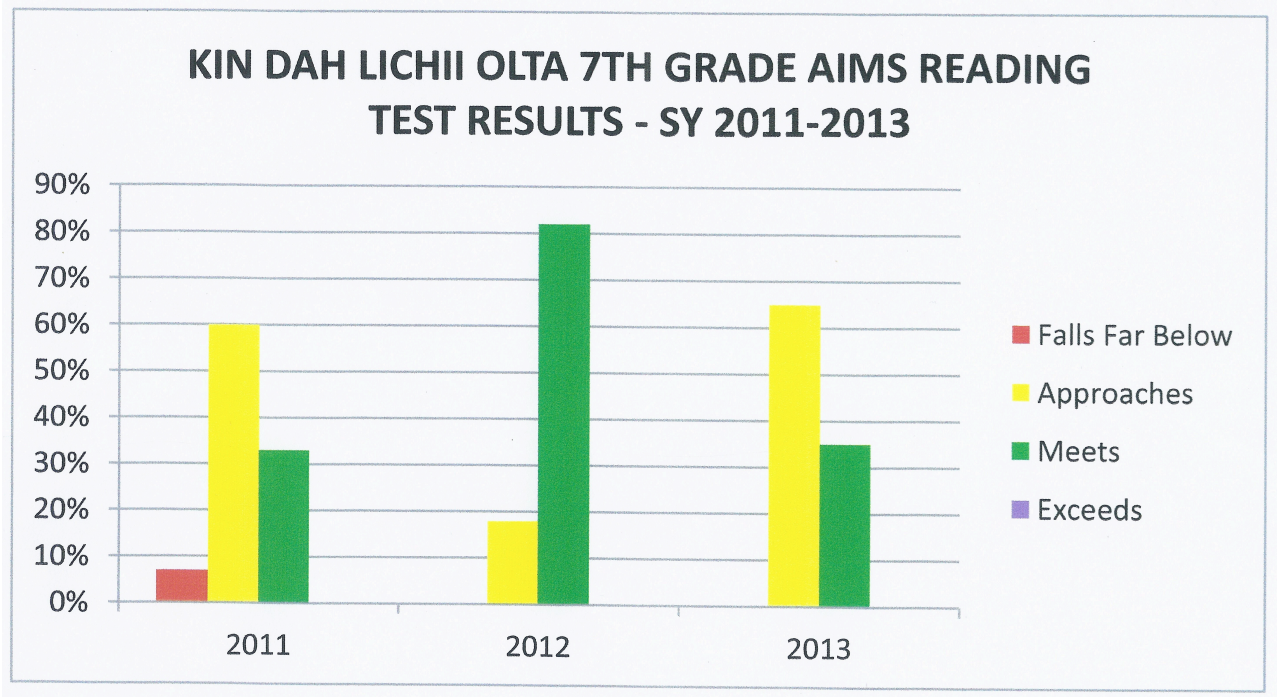
For 8th grade the percentage of students who scored in the "Approaching" category jumped from 50% in 2011 to 67% in 2013.

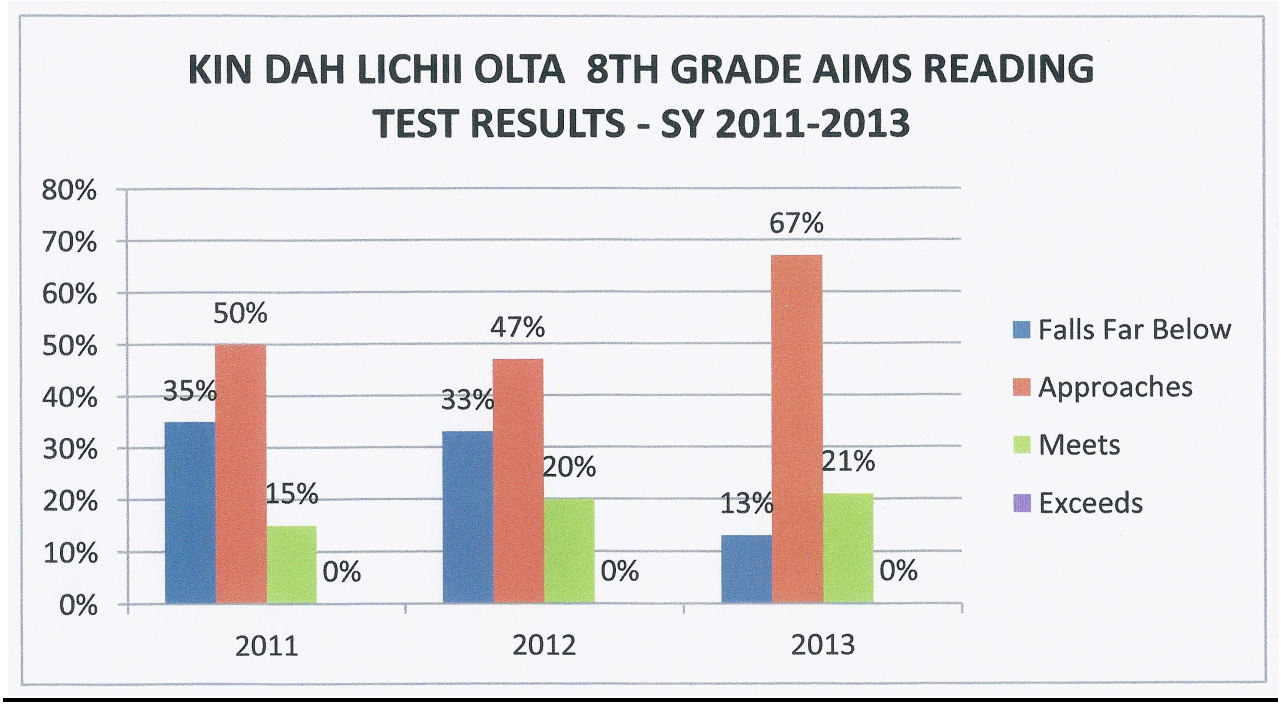
For 7th grade the percentage of students who scored in the "Meets or Exceeds" category went from 32% in 2011 to 35% in 2013.

For 8th grade the percentage of students who scored in the "Meets or Exceeds" category went from 15% in 2011 to 21% in 2013. Although these were modest gains, they were gains.

There was significant growth in Reading on AIMS for all students from 2011 to 2013. We are anticipating a very significant increase in student scores in Spring 2014 due to our implementation of this School Improvement Plan, with our focus on providing Curriculum, Instruction, Assessment, and Professional Development focused on increasing learning for students.

2a PERCENT PASSING AIMS IN READING





2a PERCENT PASSING AIMS IN MATHEMATICS

The Curriculum, Instruction, Assessment and Professional development described in Section 1A is identical to that for this measure. Please see Section 1A for a through description.

The major School Improvement Components are identical for both reading and math for all students including the lowest 25th percentile, ELL, FRL, and Students with Disabilities. Following are the major School Improvement Components to enable all children to meet the Arizona Common Core Standards: (1) Our Charter's core academic curriculum and instructional program has been strengthen and is aligned with Arizona Common Core Standards (ACCS). All teachers develop weekly lesson plans based on ACCS. Assessments, and the adopted instructional materials are aligned to ACCS. The Head Teacher and/or Principal reviews Lesson Plans weekly to monitor to assure alignment to Curriculum Maps and ACCS. (2) the Prentice Hall Reading and Math System aligned to ACCS has been implemented, (3) the student teacher ratio is reduced to 8:1 with Highly Qualified certified teaching staff, 4) the quality and amount of learning time has been increased with an after school tutoring program for 4 days a week for 2 hours each day, and 45 minutes daily of intervention program during the school day, (5) periodic assessment and progress monitoring data is done to monitor student progress in meeting ACCS and to plan instruction, and (6) Teaching staff engage in comprehensive professional development focused on improving learning in reading and math for all students. Classroom observation and teacher evaluation focuses on monitoring implementation of ACCS in instruction.

Student assessment in math occurs often and with a variety of different measures. Prentice Hall Mathematics provides an ongoing assessment strand that addresses assessment for learning and assessment of learning. Teachers use the formative assessments before and during instruction. Teachers assess students' understanding to inform future instruction. The summative assessments after instruction document student mastery of mathematical concepts and skills. Teachers administer these assessments at the end of each chapter, record student progress and use the information.

The strengths and areas of needs are as follows: Student Strengths are algebra & functions. Areas of need are Statistics & Probability. The strategies that are used to accelerate growth for students include using Graphic Organizers: lattices, tables, graphs; Actual hands-on activities, Real world problems and Online activities on computers, and working problems in Buckle Down Math and Common Core Math.

To prepare students for the AIMS test, teachers us Prentice Hall Mathematics Test-Taking Strategy lessons that focus on specific strategies necessary for test success, and use test prep exercises, focusing on all major question types every chapter.

Following is a description of additional major School Improvement Components that are being implemented to be aligned with School Improvement Component described in Section 1A.

INSTRUCTION - CLASSROOM OBSERVATIONS, FORMAL EVALUATIONS,

The Principal and Head Teacher conduct informal classroom observations of teachers giving various lessons to their students, two to three times per month. The Principal completes a formal observation and written evaluation of teachers three times per year. Teachers are provided with a copy of the evaluation to discuss the results and any concerns or questions they may have. This report becomes part of the teacher's permanent file. Observation Checklists and Teacher Evaluations Documents are included in Curriculum Binder Section II.

The Principal and Head Teacher review all curriculum assessments for students at the

end of each semester and for the school as a whole at the end of each year. Results help determine any changes in curriculum needed to reach mastery in reading. The Principal & Head Teacher works with teachers to make these changes to improve the learning process for students. The Principal and Head Teacher use the Prentice Hall online reporting analysis and graphing to review student data and focus their efforts on measurable results in student achievement.

PROFESSIONAL DEVELOPMENT

KDLO will participate in BIE provided Professional Development. The System-wide approach to Professional Development will focus on two initiatives: 1) Framework for Teaching, and 2) Common Core State Standards (CCSS). The Framework for Teaching is a system of professional practice. It will focus on 4 domains: 1) Planning and preparation, 2) The classroom environment, 3) Instruction, and 4) Professional responsibilities. Professional Development will focus on the implementation of CCSS including: 1) Deconstruction of CCSS, 2) Developing lesson units that are aligned with CCSS, 3) Collaborating with other teachers at the same grade level in the school clusters, and 4) Increasing the rigor of lessons and depth of knowledge in reading and math aligned with CCSS.

DEMONSTRATION OF PROGRESS

Data on the following chart shows that students demonstrated progress on the AIMS assessment in Math

For 7th grade the percentage of students who scored in the “Falls Far Below” category dropped dramatically from 73% in 2011 to 55% in 2013.

For 8th grade the percentage of students who scored in the “Falls Far Below” category dropped dramatically from 60% in 2011 to 38% in 2013.

For 7th grade the percentage of students who scored in the “Approaching” category jumped from 73% in 2011 to 55% in 2013.

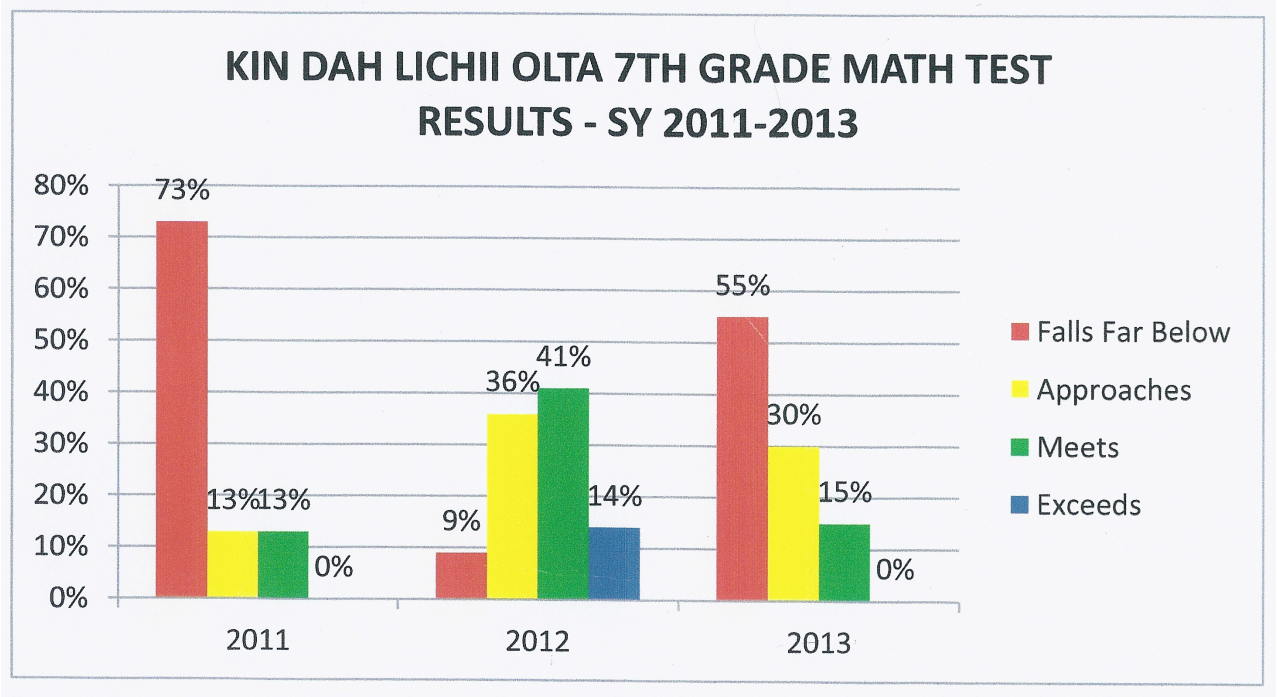
For 8th grade the percentage of students who scored in the “Approaching” category jumped from 20% in 2011 to 33% in 2013.

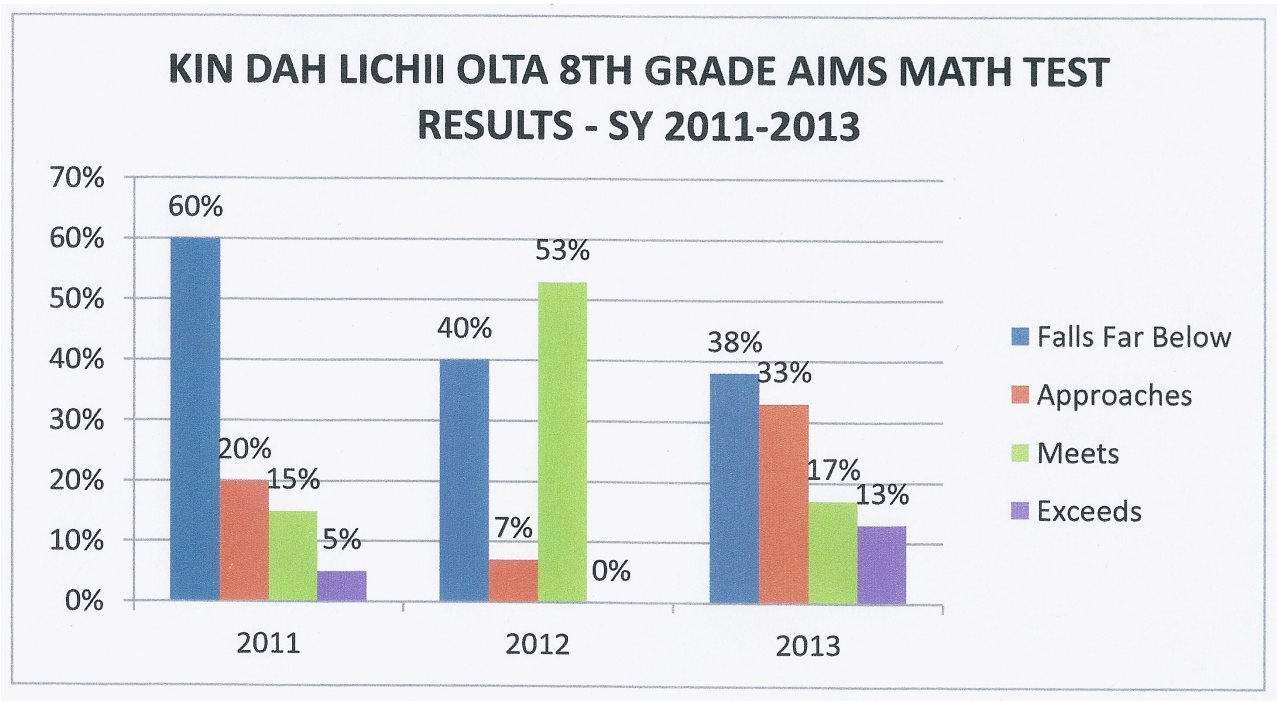
For 7th grade the percentage of students who scored in the “Meets or Exceeds” category went from 13% in 2011 to 15% in 2013.

For 8th grade the percentage of students who scored in the “Meets or Exceeds” category went from 20% in 2011 to 30% in 2013.

There was significant growth in Math on AIMS for all students from 2011 to 2013. We are anticipating a very significant increase in student scores on AIMS in Spring 2014 due to our implementation of this School Improvement Plan, with our focus on providing Curriculum, Instruction, Assessment, and Professional Development focused on increasing learning for students.

2a PERCENT PASSING AIMS IN MATHEMATICS





2b COMPOSITE SCHOOL COMPARISON FOR READING

The Curriculum, Instruction, Assessment and Professional development described in Section 1A is identical to that for this measure. Please see Section 1A for a through description.

The major School Improvement Components are identical for both reading and math for all students including the lowest 25th percentile, ELL, FRL, and Students with Disabilities. Following are the major School Improvement Components to enable all children to meet the Arizona Common Core Standards: (1) Our Charter's core academic curriculum and instructional program has been strengthen and is aligned with Arizona Common Core Standards (ACCS). All teachers develop weekly lesson plans based on ACCS. Assessments, and the adopted instructional materials are aligned to ACCS. The Head Teacher and/or Principal reviews Lesson Plans weekly to monitor to assure alignment to Curriculum Maps and ACCS. (2) the Prentice Hall Reading and Math System aligned to ACCS has been implemented, (3) the student teacher ratio is reduced to 8:1 with Highly Qualified certified teaching staff, 4) the quality and amount of learning time has been increased with an after school tutoring program for 4 days a week for 2 hours each day, and 45 minutes daily of intervention program during the school day, (5) periodic assessment and progress monitoring data is done to monitor student progress in meeting ACCS and to plan instruction, and (6) Teaching staff engage in comprehensive professional development focused on improving learning in reading and math for all students. Classroom observation and teacher evaluation focuses on monitoring implementation of ACCS in instruction.

Following is a description of additional major School Improvement Components that are being implemented to be aligned with School Improvement Component described in Section 1A.

LEADERSHIP TEAM

A Leadership Team consisting of the Principal, Head Teacher, and Charter Staff meet regularly. The Leadership Team, utilizing student-learning data, sets yearly learning goals for the school. The Leadership Team shares in decisions pertaining to curriculum, instruction, and professional development, based on data gathered. The Principal and Head Teacher models and communicate the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. The Principal and Head Teacher will spend at least 40% time working directly with teachers and teams to improve instruction, including classroom observations, evaluations, and student data monitoring.

CURRICULUM & INCREASED INSTRUCTIONAL TIME

The School calendar at KDLO is designed to ensure the minimum number of teaching days per A.R.S. §15-341.01, which is met at 183 days. School days are set Monday through Friday from 8:00 a.m. to 3:00 p.m. On certain Fridays of each month an early release occurs for students at 12:30 p.m. The school hours at KDLO ensure the minimum number of hours taught per week is met per A.R.S. §15-901. **(See Curriculum Binder, Section 1 for School Calendar)**

The daily start and finish times for students at KDLO has been set to ensure students receive significantly more hours of instruction per week and per year, than set in the Arizona statutes. This way, it will allow the teachers more time with each student to optimize personal development and success and to ensure teachers have plentiful opportunities in delivering a rigorous and challenging program of study.

The early release for students on Fridays of each month is scheduled for teacher

professional development and staff meetings to occur on an ongoing basis. The calendar for the 2013/2014 school year highlights the professional development days for staff training dates and for Early Release days, which are on the last Friday of each month from 1:00 p.m. to 4:00 p.m.

CURRICULUM ADOPTION UPDATED on SCHEDULE

We update curriculum and textbook adoptions according to the school curriculum update schedule, as well as in accordance with state and federal requirements

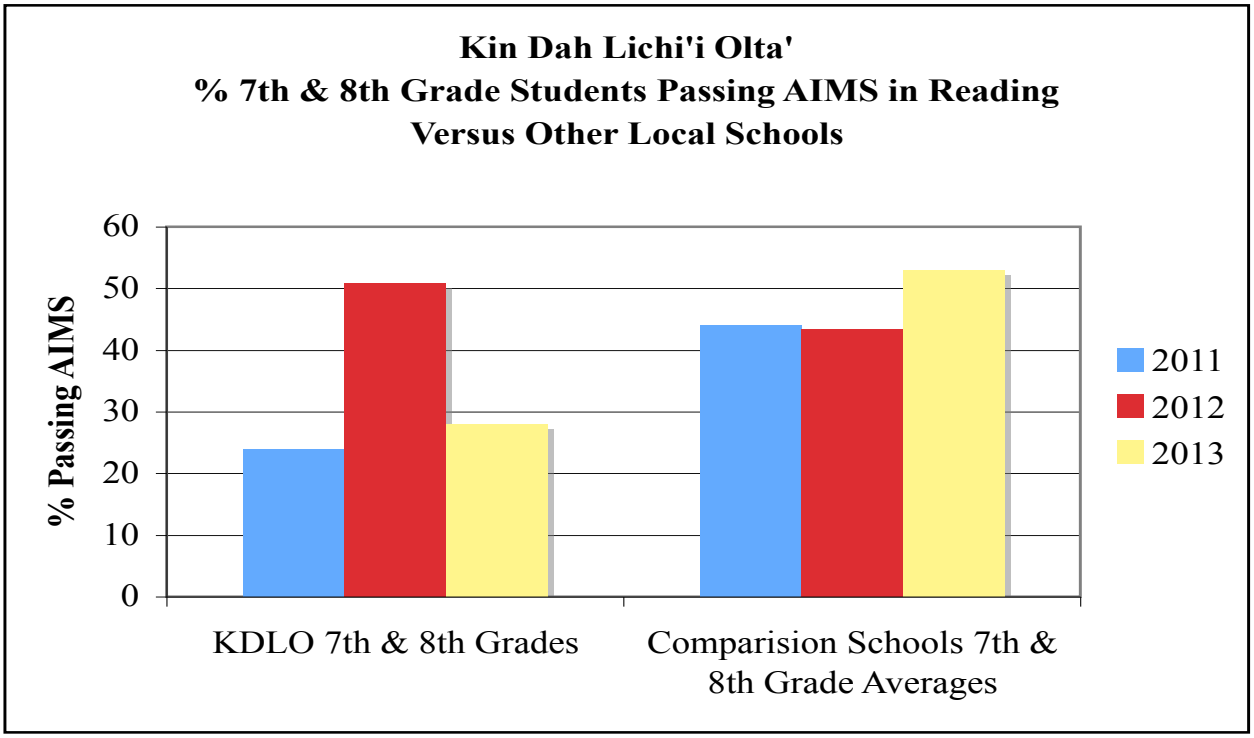
The process used for adopting the new Math and Reading Instructional System was conducted by the administration and staff during the Spring and Summer of 2013. The process included materials evaluation using defined criteria and textbook selection using the results of the evaluation. 100% of the staff selected the Prentice Hall System (PH) as PH is aligned to ACCS in Reading and Math.

Demonstration of Sufficient Progress

Several schools were identified as serving students similar to KDLO students, they are , Nazlini, Chinle Junior High, and Tsehootsooi Middle School. A composite score of 7th and 8th grade students on AIMS in 2011, 2012, and 2013 for Reading for comparable schools to KDLO was compared to the scores for 7th and 8th grade KDLO students on AIMS Reading for the same years. The percent of students passing the AIMS Reading for comparable schools' went from 44% passing AIMS in 2011, to 43.4% passing AIMS in 2012, to 43.5% passing AIMS in 2013. These composite score for comparable schools show no growth for the 3-year period.

The percent of students passing AIMS Reading for KDLO went from 24% in 2011, to 51% in 2012, to 28% in 2013. KDLO scores started significantly lower than those of comparable schools, however KDLO scores did show an increase for the 3-year period, whereas scores for comparable schools did not show an increase in Reading scores for the 3-year period. Following are graphs displaying the data.

2b COMPOSITE SCHOOL COMPARISON FOR READING



2b COMPOSITE SCHOOL COMPARISON FOR MATHEMATICS

The Curriculum, Instruction, Assessment and Professional development described in Section 1A is identical to that for this measure. Please see Section 1A for a through description.

The major School Improvement Components are identical for both reading and math for all students including the lowest 25th percentile, ELL, FRL, and Students with Disabilities. Following are the major School Improvement Components to enable all children to meet the Arizona Common Core Standards: (1) Our Charter's core academic curriculum and instructional program has been strengthen and is aligned with Arizona Common Core Standards (ACCS). All teachers develop weekly lesson plans based on ACCS. Assessments, and the adopted instructional materials are aligned to ACCS. The Head Teacher and/or Principal reviews Lesson Plans weekly to monitor to assure alignment to Curriculum Maps and ACCS. (2) the Prentice Hall Reading and Math System aligned to ACCS has been implemented, (3) the student teacher ratio is reduced to 8:1 with Highly Qualified certified teaching staff, 4) the quality and amount of learning time has been increased with an after school tutoring program for 4 days a week for 2 hours each day, and 45 minutes daily of intervention program during the school day, (5) periodic assessment and progress monitoring data is done to monitor student progress in meeting ACCS and to plan instruction, and (6) Teaching staff engage in comprehensive professional development focused on improving learning in reading and math for all students. Classroom observation and teacher evaluation focuses on monitoring implementation of ACCS in instruction.

Following is a description of additional major School Improvement Components that are being implemented to be aligned with School Improvement Component described in Section 1A.

INITIAL ASSESSMENT and PLANNING

KDLO conducted a Comprehensive Needs Assessment through its accreditation process with North Central Association AdancEd. Information collected includes student achievement data, student/family demographic information, specific identified community needs, school program data and drug/alcohol use data. This information was collected through parent/community/student and staff surveys.

Following are the items identified by the staff and parents as most in need of improving using the AdvancEd Survey. Next to each item is a brief statement of the Component of this School Improvement to address each need. This needs assessment data was used in developing the components for the School Improvement Plan.

Ranking Item Identified As Need	**2013-2014 School Improvement Component Implemented**
3.5 School leadership based on beliefs about teaching and learning	School Leadership Team implemented with revised vision
3.2 Engagement of stakeholders effectively supporting the school's purpose and vision	Enhanced engagement of parents
3.4 Staff participation in continuous Professional Development	Comprehensive Staff Development
3.5 Collaborative learning community	Staff Collaboration Meetings
3.5 staff supervision and evaluation process results in student success	Staff supervision and evaluation process enhanced and implemented
3.3 Engagement of families in meaningful easy to support learning	Parents as Partners
3.5 Professional Development and support in the evaluation, interpretation and use of data	Professional Development
3.5 Grading and reporting are based on criteria that represent attainment of content	Assessment and reporting are aligned to Arizona Common Core Standards

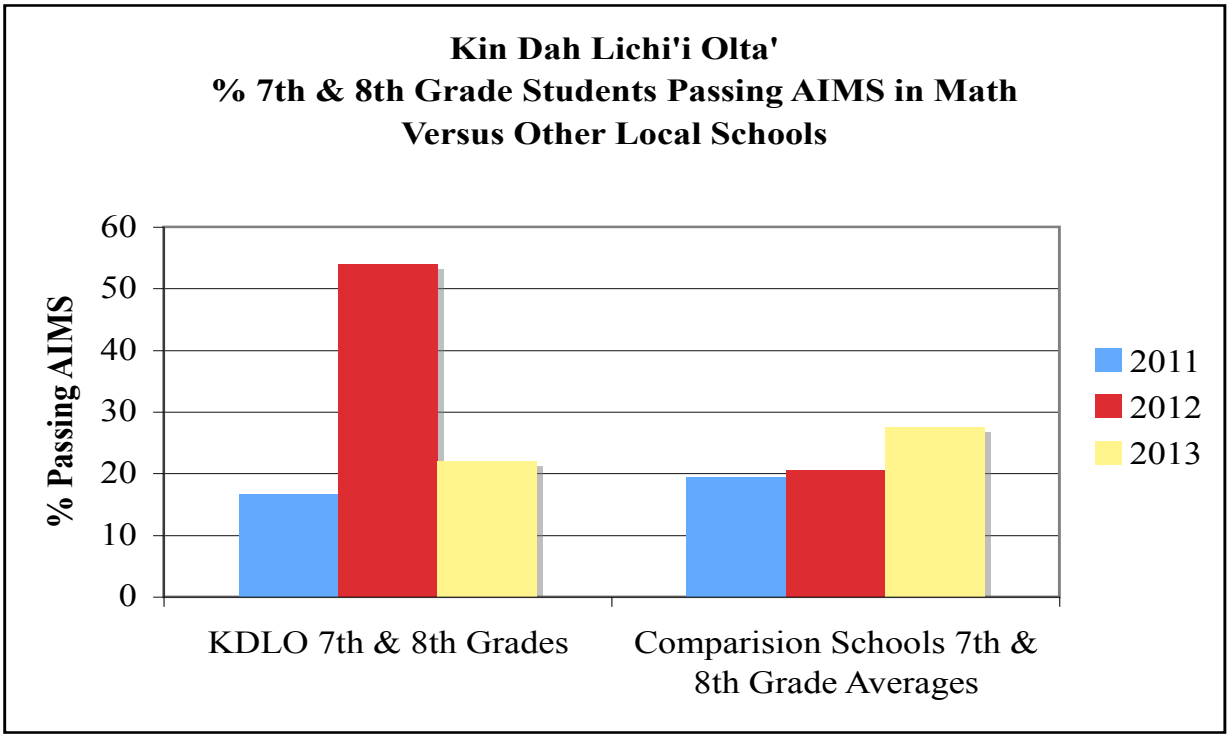
Demonstration of Sufficient Progress

A composite score of 7th and 8th grade students on AIMS in 2011, 2012, and 2013 for Math for comparable schools to KDLO was compared to the scores for 7th and 8th grade KDLO students on AIMS Math for the same years. The percent of students passing the AIMS Math for comparable schools' went from 19.4% passing AIMS in 2011, to 20.6% passing AIMS in 2012, to 27.6% passing AIMS in 2013. These composite scores in Math for comparable schools show modest growth for the 3-year period.

The percent of students passing AIMS Math for KDLO went from 16.5% in 2011, to 54% in 2012, to 22% in 2013. KDLO scores started lower than those of comparable schools, however KDLO scores did show a modest increase for the 3-year period.

KDLO and comparable schools both made similar increases in math achievement. Following are graphs displaying the data.

2b COMPOSITE SCHOOL COMPARISON FOR MATHEMATICS



2c SUBGROUP COMPARISON FOR ELL IN READING

The Curriculum Instruction, Assessment, and Professional Development described in Section 1A is identical for ELL students therefore the description is not repeated here.

The major School Improvement Components are identical for both reading and math for all students including the lowest 25th percentile, ELL, FRL, and Students with Disabilities. Following are the major School Improvement Components to enable all children to meet the Arizona Common Core Standards: (1) Our Charter's core academic curriculum and instructional program has been strengthen and is aligned with Arizona Common Core Standards (ACCS). All teachers develop weekly lesson plans based on ACCS. Assessments, and the adopted instructional materials are aligned to ACCS. The Head Teacher and/or Principal reviews Lesson Plans weekly to monitor to assure alignment to Curriculum Maps and ACCS. (2) the Prentice Hall Reading and Math System aligned to ACCS has been implemented, (3) the student teacher ratio is reduced to 8:1 with Highly Qualified certified teaching staff, 4) the quality and amount of learning time has been increased with an after school tutoring program for 4 days a week for 2 hours each day, and 45 minutes daily of intervention program during the school day, (5) periodic assessment and progress monitoring data is done to monitor student progress in meeting ACCS and to plan instruction, and (6) Teaching staff engage in comprehensive professional development focused on improving learning in reading and math for all students. Classroom observation and teacher evaluation focuses on monitoring implementation of ACCS in instruction.

ASSESSMENT

KDLO follows Arizona Department of Education policy for the identification and assessment of students identified as English Language Learners (ELL). KDLO assesses the student's English language proficiency with Arizona's English proficiency assessment – Arizona English Language Learner Assessment (AZELLA). Any student identified as not proficient on the English proficiency assessment is entitled to ELL services, which KDLO provides.

INSTRUCTION

The variety of instructional methods used at KDLO will allow for differentiated instruction to meet the needs of all of its students. Recognizing that each student learns in a unique way, the instructional methods used are flexible and varied to account for these differing learning styles. Below are descriptions of the instructional methods that are used at KDLO.

Cooperative Learning involves small student groups working together to solve a problem or complete a task. All students in the group must actively participate with each student maintaining some independence. This teaching method promotes active participation, individual accountability, students' ability to work cooperatively and improvement of social skills. Scaffolding involves the teacher modeling the skill and thinking for the student. As the student increases understanding, the teacher withdraws the assistance allowing the student to take on more responsibility for the learning.

Teachers use the following ELL strategies when teaching reading: They use simple language; focus on key vocabulary, and checking for understanding as they prepare students for the lesson. They frontload the lesson by presenting opportunities for students to activate prior knowledge, build background, preview text, set a purpose for reading, and make connections. They provide supports such as visual graphics, organizers, summaries, models and more. Teachers structure opportunities for oral practice with language and content.

The Prentice Hall Literature system incorporates a unique combination of leveled reading, differentiated instruction, cultural sensitivity, and skills support. Teachers use the Leveled selection pairs in the student edition, choosing the text that is appropriate for students' abilities without skipping essential skills. Teachers use the Prentice Hall resources for tiered intervention to address the needs of all students including English language learners, and less proficient readers in the lowest 25th percentile. Teachers use the Reader's Notebook to customize instruction for every selection with reading support for struggling readers and English Language Learners. Prentice Hall Literature supports culturally responsive instruction with each selection in the anthology. Teachers use Prentice Hall online resources

to customize instruction and assessment for ELL students and students from the lowest 25th percentile. KDLO purchased and teachers use Leveled trade books to provide opportunities for independent reading at various reading levels.

Teachers that ask critical thinking questions with every selection, as specified in the Teacher's edition that require students to integrate knowledge and ideas. Teachers use Unit-Level Vocabulary Workshops to provide many opportunities for students to evaluate and synthesize information and share their findings with others in a variety of formats.

For ELL Students, text complexity is about accessibility and vocabulary. The ratio of different words to the number of words in a text can cause lack of comprehension. Therefore, teachers teach new vocabulary prior to students reading the text so that they can better comprehend.

Teachers use scaffolding and strategies to enable ELL, Special Education, and the lowest 25th percentile students to read complex text at his or her instructional level. The Prentice Hall system has professional development that demonstrate strategies to match students to texts so that students are continually challenged in their reading, at each ability level. Teachers assign leveled independent reading tasks so that students can master texts of increasing complexity.

Teachers use Prentice Hall strategies for English Language Learners which are provided in Prentice Hall Literature including point-of-use scaffolding strategies tailored to the four proficiency levels of English learners with every selection, and a Reader's Notebook that customizes instruction for every selection.

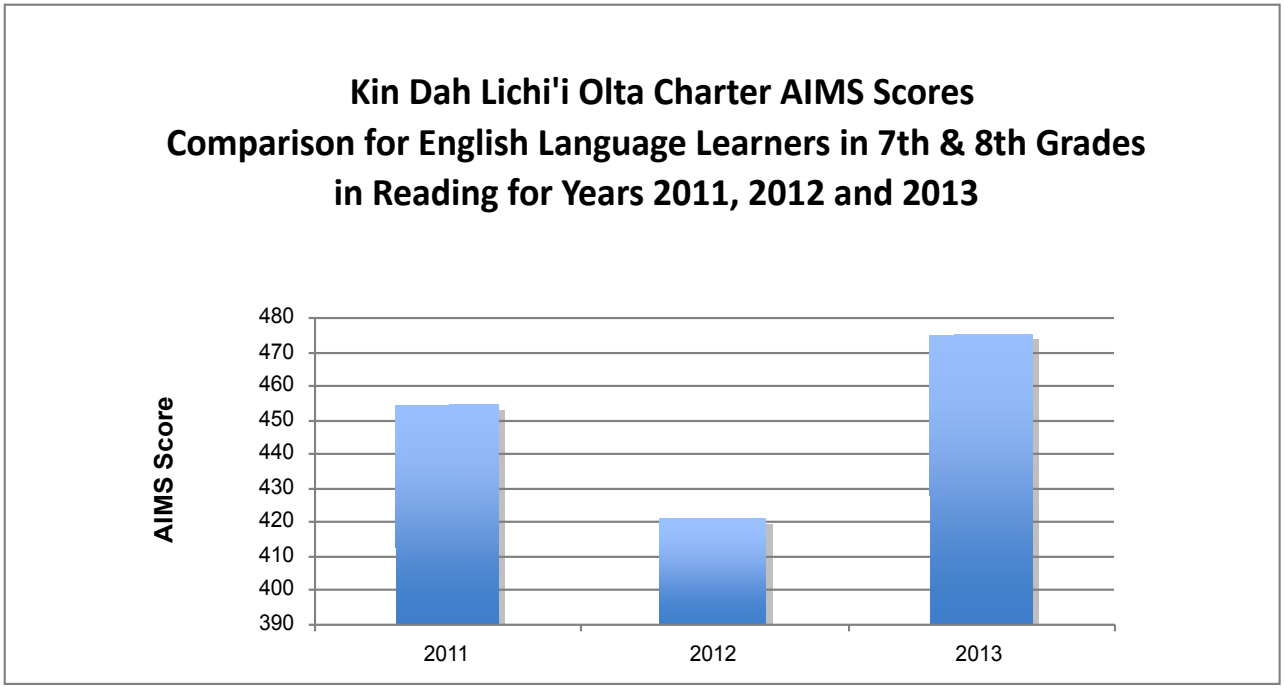
PROFESSIONAL DEVELOPMENT

Professional Development is provided so that certified staffs are trained in and are certified in Sheltered English Immersion, as required by the state of Arizona. It is an additional goal of KDLO to engage in professional development for ELL students that allows for the integration of technology in the classroom for staff and students, as well as specific and direct in-service training that addresses goals outlined in individual staff development plans. KDLO's academic staff continues training in Unwrapping Common Core Standards. Language and culture are integrated into the core subject areas. Culturally appropriate instructional methods are being utilized to ensure students are learning to the best of their ability. Students, who are referred for counseling, receive a psychological assessment from a licensed psychologist to determine the need for ongoing counseling or alternative placement.

DEMONSTRATION OF PROGRESS

There were no ELL students recorded from KDLO for 2011, 2012, and 2013 on the ADE database. However, at KDLO we identified and considered students to be ELL each year, 2011, 2012, and 2013. Following are their improvement scores. Data on the following chart shows that ELL Students demonstrated progress on the AIMS assessment in Reading. The average of 7th and 8th grade students are reported. Scores increased from an average AIMS score of 454 in Spring 2011 to an average AIMS score of 475 in Spring 2013. We are anticipating a significant increase in ELL student scores in Spring 2014 due to our implementation of this School Improvement Plan, with our focus on providing Curriculum, Instruction, Assessment, and Professional Development focused on increasing learning for ELL Students.

2c SUBGROUP COMPARISON FOR ELL IN READING



2c SUBGROUP COMPARISON FOR ELL IN MATHEMATICS

The Curriculum Instruction, Assessment, and Professional Development described in Section 1A is identical for ELL students therefore the description is not repeated here.

The major School Improvement Components are identical for both reading and math for all students including the lowest 25th percentile, ELL, FRL, and Students with Disabilities. Following are the major School Improvement Components to enable all children to meet the Arizona Common Core Standards: (1) Our Charter's core academic curriculum and instructional program has been strengthen and is aligned with Arizona Common Core Standards (ACCS). All teachers develop weekly lesson plans based on ACCS. Assessments, and the adopted instructional materials are aligned to ACCS. The Head Teacher and/or Principal reviews Lesson Plans weekly to monitor to assure alignment to Curriculum Maps and ACCS. (2) the Prentice Hall Reading and Math System aligned to ACCS has been implemented, (3) the student teacher ratio is reduced to 8:1 with Highly Qualified certified teaching staff, 4) the quality and amount of learning time has been increased with an after school tutoring program for 4 days a week for 2 hours each day, and 45 minutes daily of intervention program during the school day, (5) periodic assessment and progress monitoring data is done to monitor student progress in meeting ACCS and to plan instruction, and (6) Teaching staff engage in comprehensive professional development focused on improving learning in reading and math for all students. Classroom observation and teacher evaluation focuses on monitoring implementation of ACCS in instruction

INSTRUCTION

Teaching Staff use the Prentice Hall Mathematics, which is a system that includes several resources for differentiation instruction. Teachers identify and choose the appropriate resources for their ELL students. Each lesson in Prentice Hall has activities for learning the math skills and concepts for at Below, Advanced and ELL students.

Teachers use differentiated assessments for each ability group. The Prentice Hall Mathematics system provides differentiating assessments that the teachers use to monitor student progress and inform future instruction. Three versions of each chapter test are provided: L2 for Below Level, L3 for All Students, and L4 for Advanced Learners, which teachers tailor to students' abilities and skills in math.

Teachers provide scaffold support in solving problems. Teachers walk students through on how to solve one representative problem, focusing on both the reasoning and the computation that must be done. Direct Instruction is used to help students learn concepts and skills and can be divided into 4 sections: 1) Introduction and review, 2) Presentation of new information, 3) Guided practice, and 4) Independent practice Demonstration involves the teacher showing students a process or procedure such a science process, a cooking procedure or a computer procedure. Involving students in demonstrations allow this method to be less passive. This method can incorporate web-based lessons to show the students how to do something.

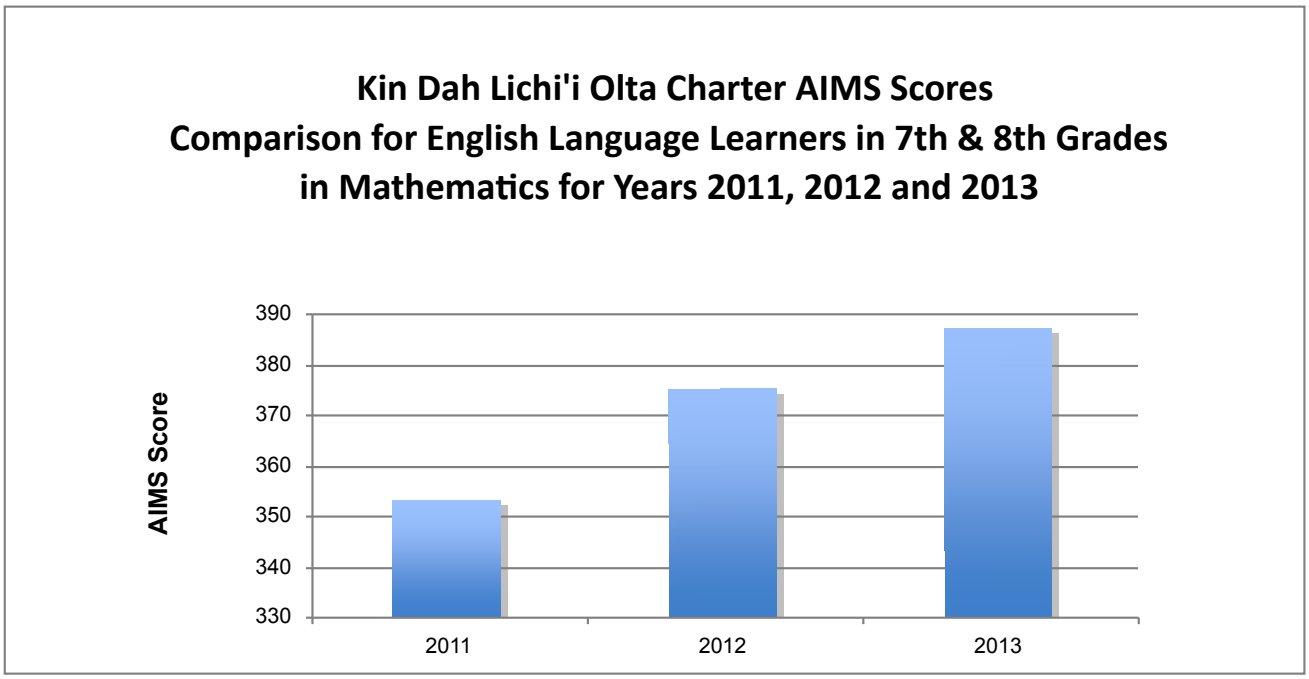
Problem-Based Learning & Inquiry involves teacher giving the student a problem where inquiry must be utilized to solve the problem. There are commonly four steps in this model: 1) student receives the problem, 2) student gathers data, 3) student organizes data and attempts an explanation to the problem, and 4) student analyzes the strategies to solve the problem.

KDLO continues to stress the value of shared decision-making and the importance of culture and heritage in efforts that maximize student achievement. This plan is reviewed with all stakeholders to determine its validity, make recommendations for improvement, as well as participate in the continuous monitoring and development of the plan. KDLO also diligently endeavors to improve the quality and avenues of communication internally, and with the parents and communities it serves, as well.

DEMONSTRATION OF PROGRESS

There were no ELL students recorded from KDLO for 2011, 2012, and 2013 on the ADE database. However, at KDLO we identified and considered students to be ELL each year, 2011, 2012, and 2013. Following are their improvement scores. Data on the following chart shows that ELL Students demonstrated progress on the AIMS assessment in Math. The average of 7th and 8th grade students are reported. Scores increased from an average AIMS score of 353 in Spring 2011 to an average AIMS score of 387 in Spring 2013. Student scores in Math have been lower each year than Students' scores in Reading. We are anticipating a very significant increase in ELL student scores in Spring 2014 due to our implementation of this School Improvement Plan, with our focus on providing Curriculum, Instruction, Assessment, and Professional Development focused on increasing learning for ELL Students.

2c SUBGROUP COMPARISON FOR ELL IN MATHEMATICS



2c SUBGROUP COMPARISON FOR FREE & REDUCED LUNCH (FRL) IN READING

100% of students are FRL therefore all components of this School Improvement Plan are in effect for FRL students. All KDLO students are provided free breakfasts and lunches to assure proper nutrition.

The major School Improvement Components are identical for both reading and math for all students including the lowest 25th percentile, ELL, FRL, and Students with Disabilities. Following are the major School Improvement Components to enable all children to meet the Arizona Common Core Standards: (1) Our Charter's core academic curriculum and instructional program has been strengthen and is aligned with Arizona Common Core Standards (ACCS). All teachers develop weekly lesson plans based on ACCS. Assessments, and the adopted instructional materials are aligned to ACCS. The Head Teacher and/or Principal reviews Lesson Plans weekly to monitor to assure alignment to Curriculum Maps and ACCS. (2) the Prentice Hall Reading and Math System aligned to ACCS has been implemented, (3) the student teacher ratio is reduced to 8:1 with Highly Qualified certified teaching staff, 4) the quality and amount of learning time has been increased with an after school tutoring program for 4 days a week for 2 hours each day, and 45 minutes daily of intervention program during the school day, (5) periodic assessment and progress monitoring data is done to monitor student progress in meeting ACCS and to plan instruction, and (6) Teaching staff engage in comprehensive professional development focused on improving learning in reading and math for all students. Classroom observation and teacher evaluation focuses on monitoring implementation of ACCS in instruction.

Curriculum, Instruction, Assessments and Professional Development described previously also apply here.

Other School Improvement Components implemented are described below.

HIGHLY QUALIFIED CERTIFIED STAFF and LOW STUDENT TEACHER RATIO

Highly qualified certified staff have been hired and retained. During the prior years noncertified teachers taught at the charter school. KDLO is committed to retain only certified teachers. Two certified classroom teachers, one certified Special Education teacher, and one Teacher Assistant form the teaching team for the charter school. We reduced the student-teacher ratio to 8 to 1; to be able to differentiate instruction targeted at students' identified needs.

Strategies Being Used To Attract High-Quality Highly Qualified Teachers include: a health benefit package to all employees, a 401K plan, and higher education courses are paid for, as the budget allows. Teacher positions are advertised locally, regionally and nationally to recruit the most qualified applicants.

TECHNOLOGY as part of the EDUCATIONAL SYSTEM

The curriculum at KDLO is rigorous and infused with technology to assist students in succeeding. Delivering content by using technology, students develop learning skills, such as thinking and problem-solving skills, information and communication skills, and interpersonal and self-directional skills. The teaching of critical thinking skills is an essential factor in the overall success of the curriculum framework at KDLO.

KDLO has purchased new iPads for each student, which is reflected in last years operational budget. We have moved technology into the classrooms to increase learning. Technology at KDLO will offer unprecedented opportunities to enhance the learning process of our students. Our program, grounded in integrity, promotes character development and collaboration. Mental challenges in a team context offer KDLO students the opportunity to develop leadership skills and self-confidence that will inspire them to lead productive and active lives. By the end of their time at KDLO, students will have a wealth of learning and exceptional technology skills on which to build for middle school success, high school success, and for life! Technology at KDLO enhances the success of its students and helps to provide data for analysis and accountability purposes.

A comprehensive and continuous program of Professional Development is a crucial part of our program to improve the academic performance of KDLO students. Staff development is provided so that the technology will be successful. At KDLO, teachers and staff members will receive technology training to enhance technology knowledge and understanding and its use within the school and classroom.

PARENTS as PARTNERS

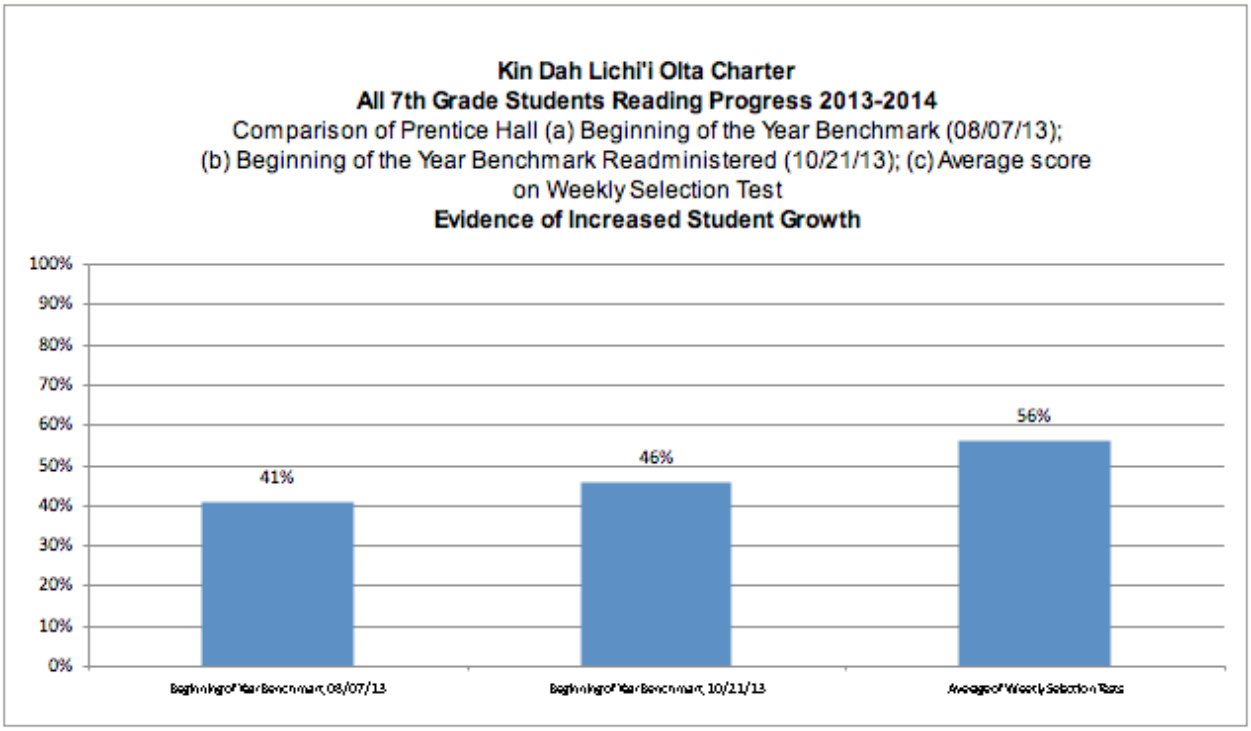
The school regularly and clearly communicates with parents about its expectations of them and the importance of the curriculum of the home. Parents receive regular communication about learning standards, their children's progress, and the parents' role in their children's school success. The ongoing conversation between school personnel and parents is candid, supportive, and flows in both directions. Parent trainings are identified and parents are encouraged to attend. Monthly newsletters are mailed to the parents that include a calendar of activities. Flyers are sent home with students, of upcoming events and changes in the school schedule. Yearly calendar is provided to parents. KDLO has a website that has regular updates on academic and extra-curricular event happenings. Parents are informed and invited to all training provided on campus.

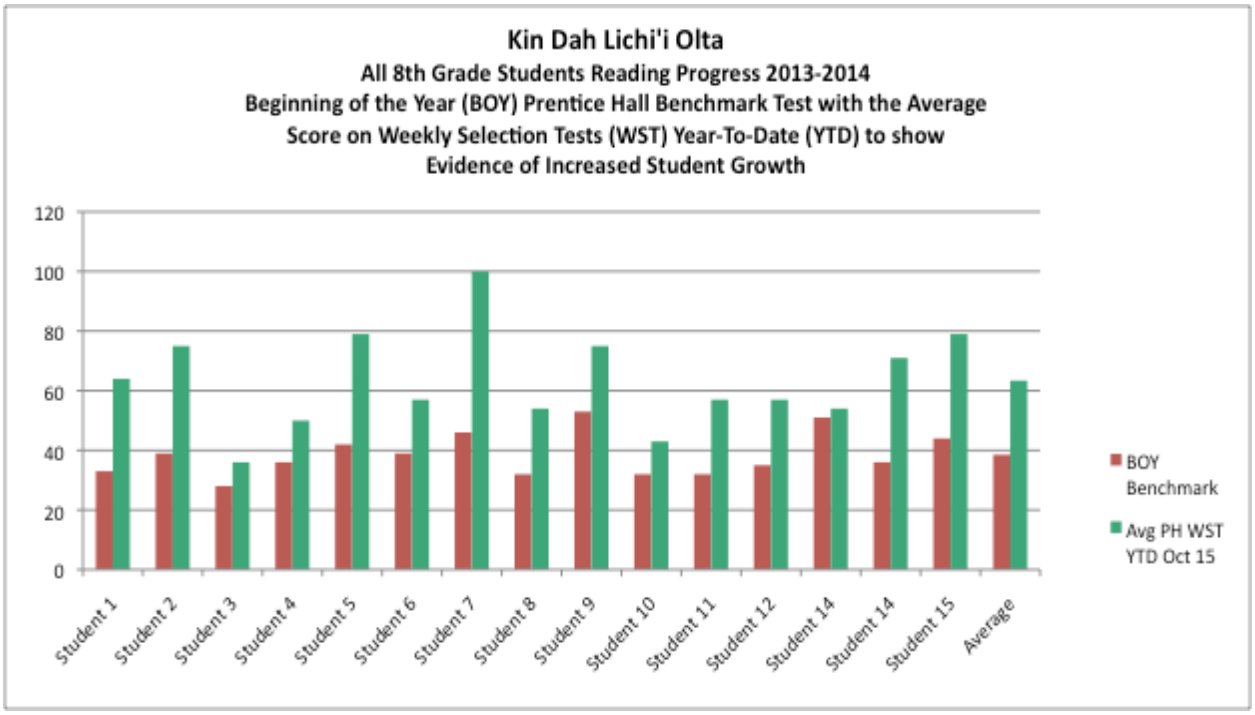
Telephone conferences are arranged to meet parent's schedules. Teachers, Special Education, and special area teachers make home visits as necessary. Twice a year formal Parent Teacher Conferences are scheduled to extend until 7:00 p.m. for working parents. A Parent Teacher Organization has been established and meets monthly. Incentives and meals are provided to parents during PTO meetings. Parents are informed of the due process procedure in place for parent complaints for both general education and special education issues and concerns. The process is provided in the Policy and Procedure Manual and available to the parents and public upon request.

DEMONSTRATION OF PROGRESS

Data appears on the following page. Note, that since 100% of our students are "Free and Reduced Lunch" (FRL), we show the same AIMS improvement data for Section 2C FRL students in Reading and Math as we show in Section 1A for Reading and Math.

2c SUBGROUP COMPARISON FOR FREE & REDUCED LUNCH (FRL) IN READING





2c SUBGROUP COMPARISON FOR FREE & REDUCED LUNCH (FRL) IN MATH

100% of students are FRL therefore all components of this School Improvement Plan are in effect for FRL students. All KDLO students are provided free breakfasts and lunches to assure proper nutrition.

The major School Improvement Components are identical for both reading and math for all students including the lowest 25th percentile, ELL, FRL, and Students with Disabilities. Following are the major School Improvement Components to enable all children to meet the Arizona Common Core Standards: (1) Our Charter's core academic curriculum and instructional program has been strengthen and is aligned with Arizona Common Core Standards (ACCS). All teachers develop weekly lesson plans based on ACCS. Assessments, and the adopted instructional materials are aligned to ACCS. The Head Teacher and/or Principal reviews Lesson Plans weekly to monitor to assure alignment to Curriculum Maps and ACCS. (2) the Prentice Hall Reading and Math System aligned to ACCS has been implemented, (3) the student teacher ratio is reduced to 8:1 with Highly Qualified certified teaching staff, 4) the quality and amount of learning time has been increased with an after school tutoring program for 4 days a week for 2 hours each day, and 45 minutes daily of intervention program during the school day, (5) periodic assessment and progress monitoring data is done to monitor student progress in meeting ACCS and to plan instruction, and (6) Teaching staff engage in comprehensive professional development focused on improving learning in reading and math for all students. Classroom observation and teacher evaluation focuses on monitoring implementation of ACCS in instruction

Curriculum, Instruction, Assessments and Professional Development described previously also apply here.

Other School Improvement Components implemented are described below.

STUDENTS SUPPORT AND INTEGRATION with OTHER SERVICES and AGENCIES

Support services are provided to students as students are identified. Comprehensive psychoeducational testing is provided to students not only referred for special education services, but also for those who have been referred for counseling services. A licensed child psychologist administers all psychoeducational assessments. A counselor is contracted by KDLO to meet the needs of its students, along with Indian Health Services.

All teachers verbally praise students and give positive feedback on their learning efforts. All teachers interact managerially with students and teach and reinforce rules & procedures. All teachers interact socially with students such as noticing and attending to all students, asking about student interests and activities and inquiring about the family.

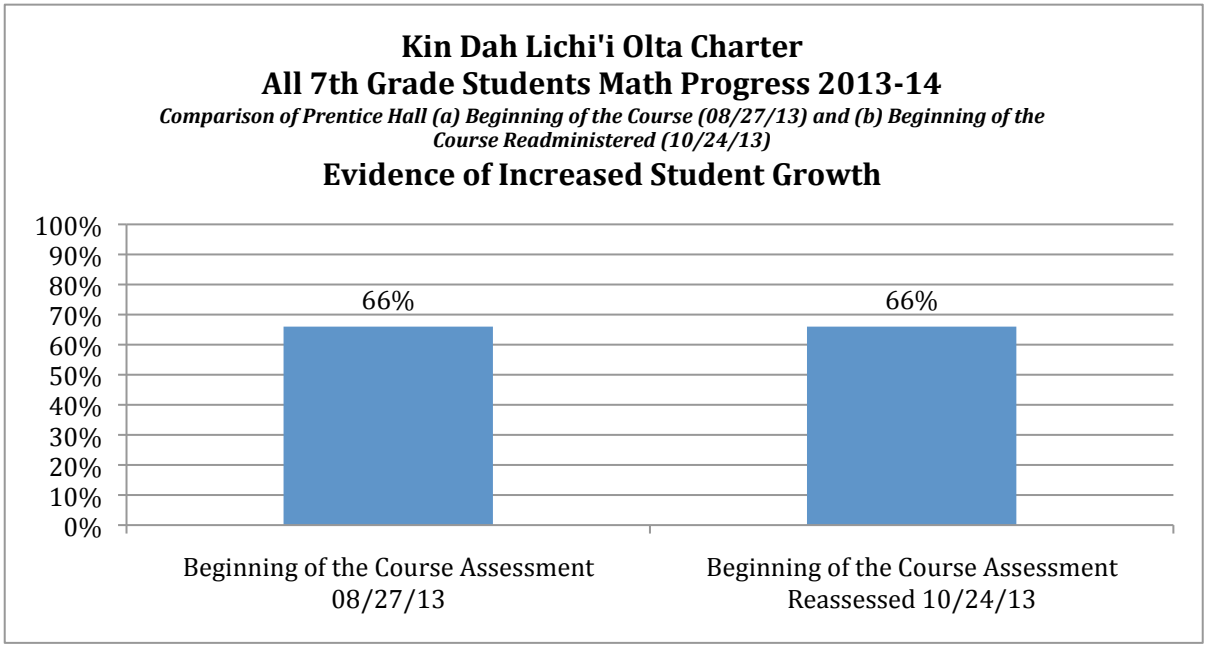
A Safe and Drug Free School has been established. Agencies and organizations such as the local law enforcement, India Health Services and Child Protective Services work with the school to promote and safe and drug free school.

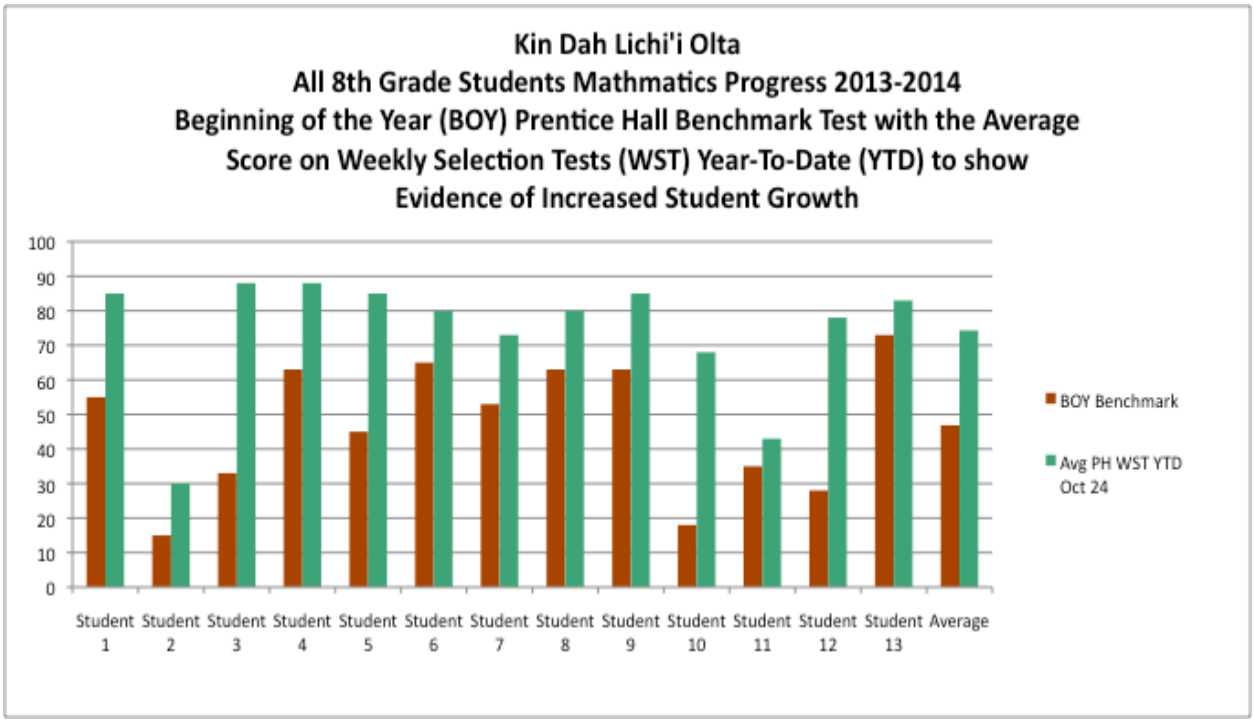
Funding from various Federal, State, and local programs are integrated to support the school, including the following: a) Special Education IDEA: serves students with special needs, b) Title IV, Part A – The Safe and Drug Free School and Communities Act: ensures that student attend a school free from violence and drugs, c) Title II, Part A – Improving Teacher Quality: ensures that teachers continue to grow professionally and become more effective, d) Title II, Part D – Enhancing Technology: ensures that KDLO students have the opportunity to integrate technology in to their learning and development to become competitive with other students both state and nation wide, e) Transition Programs – Special Education: assists students who have difficulty in make successful transitions to other schools and/or programs, f) Title VII – Summer School: ensures that all students who have identified academic deficiencies have the opportunity to address those deficiencies and experience academic success, g) Law Enforcement and Indian Health Services assists by presenting crucial information to students about a variety of subjects, h) USDA assures that students receive a nutritious breakfast and lunch, and that the school develops and implements a Wellness Policy, and i) BIE provides technical assistance and guidance regarding school operations

DEMONSTRATION OF PROGRESS

Data appears on the following page. Note, that since 100% of our students are “Free and Reduced Lunch” (FRL), we show the same aims improvement data for Section 2C FRL students in Reading and Math as we show in Section 1A for Reading and Math.

2c SUBGROUP COMPARISON FOR FREE & REDUCED LUNCH (FRL) IN MATH





2c SUBGROUP COMPARISON IN READING FOR STUDENTS WITH DISABILITIES

Curriculum, Instruction, Assessments and Professional Development described previously also apply here.

The major School Improvement Components are identical for both reading and math for all students including the lowest 25th percentile, ELL, FRL, and Students with Disabilities. Following are the major School Improvement Components to enable all children to meet the Arizona Common Core Standards: (1) Our Charter's core academic curriculum and instructional program has been strengthen and is aligned with Arizona Common Core Standards (ACCS). All teachers develop weekly lesson plans based on ACCS. Assessments, and the adopted instructional materials are aligned to ACCS. The Head Teacher and/or Principal reviews Lesson Plans weekly to monitor to assure alignment to Curriculum Maps and ACCS. (2) the Prentice Hall Reading and Math System aligned to ACCS has been implemented, (3) the student teacher ratio is reduced to 8:1 with Highly Qualified certified teaching staff, 4) the quality and amount of learning time has been increased with an after school tutoring program for 4 days a week for 2 hours each day, and 45 minutes daily of intervention program during the school day, (5) periodic assessment and progress monitoring data is done to monitor student progress in meeting ACCS and to plan instruction, and (6) Teaching staff engage in comprehensive professional development focused on improving learning in reading and math for all students. Classroom observation and teacher evaluation focuses on monitoring implementation of ACCS in instruction

SPECIAL EDUCATION TEACHER as part of the CHARTER TEAM

Teachers work closely and cooperatively with the special education teacher who is a member of the Charter Team to determine any areas of weakness in reading for identified special education students. Modifications and accommodations are implemented to ensure that each special education student is working towards being successful at meeting their goals in their Individualized Education Plan.

COMPLIANCE with REQUIREMENTS for STUDENTS with DISABILITIES

Arizona law requires a charter school to comply with all federal laws prohibiting discrimination based on disability. KDLO is accountable for complying with special education laws and its administrative unit is responsible for ensuring that all students eligible for special education in its school receive a free and appropriate public education (FAPE). KDLO will ensure compliance with these laws and has identified the need for hiring 1 full-time special education teacher. It is the design of the program to mainstream SPED students wherever possible and provide resource time for specific areas of weakness outside the classroom per the student's written needs. The No Child Left Behind Act (2001) requires schools to help all students learn and achieve. Technology will help KDLO create effective, individualized learning environments for all its students, making education more inclusive in reaching students with special needs.

INSTRUCTION

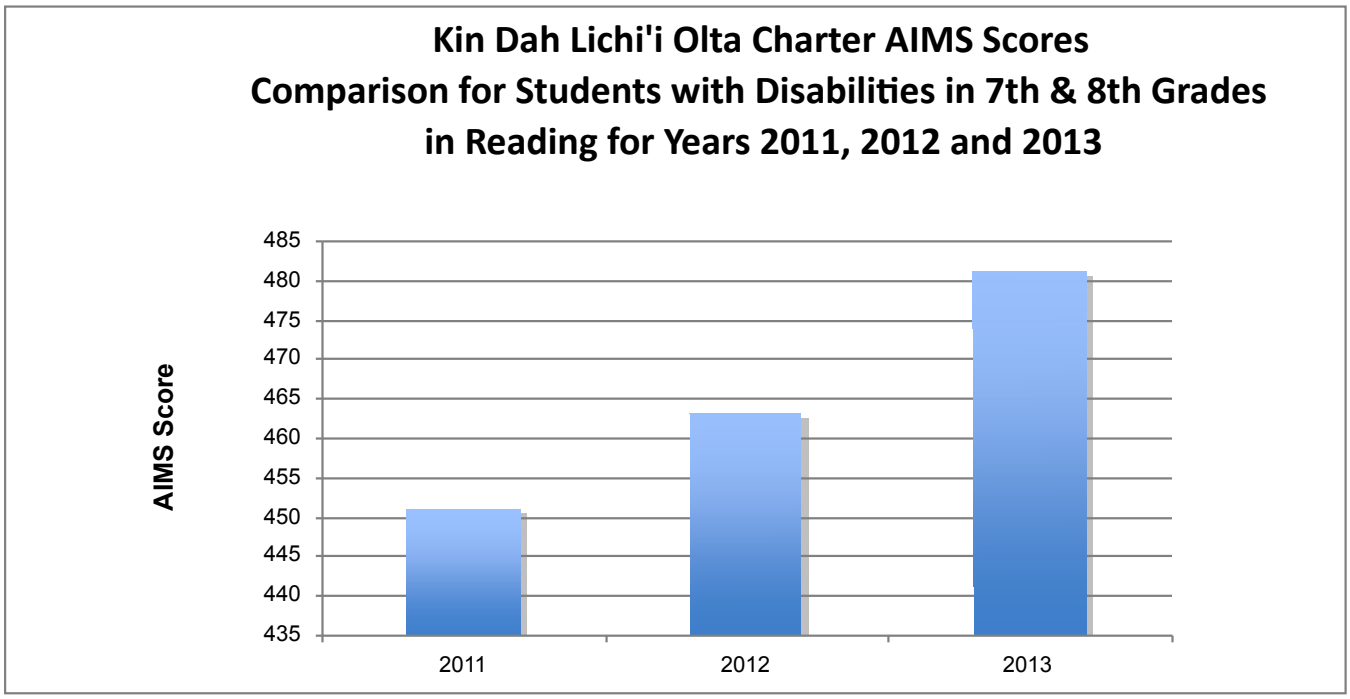
Direct Instruction is used to help students learn concepts and skills and can be divided into 4 sections: 1) Introduction and review, 2) Presentation of new information, 3) Guided practice, and 4) Independent practice. For ELL and Special Education Students, text complexity is about accessibility and vocabulary. The ratio of different words to the number of words in a text can cause lack of comprehension. Therefore, teachers teach new vocabulary prior to students reading the text so that they can better comprehend.

Teachers use scaffolding and strategies to enable students with disabilities to read complex text at his or her instructional level. The Prentice Hall system has professional development that demonstrate strategies to match students to texts so that students are continually challenged in their reading, at each ability level. Teachers assign leveled independent reading tasks so that students can master texts of increasing complexity.

DEMONSTRATION OF PROGRESS

Data on the following chart shows that Students with Disabilities demonstrated progress on the AIMS assessment in Reading. The average of the 7th and 8th grade Students with Disabilities are reported. Scores increased from an average AIMS score of 451 in Spring 2011 to an average AIMS score of 481 in Spring 2013. We are anticipating a very significant increase in Students with Disabilities scores in Spring 2014 due to our implementation of this School Improvement Plan, with our focus on providing Curriculum, Instruction, Assessment, and Professional Development focused on increasing learning for Students with Disabilities.

2c SUBGROUP COMPARISON IN READING FOR STUDENTS WITH DISABILITIES



2c SUBGROUP COMPARISON IN MATH FOR STUDENTS WITH DISABILITIES

Curriculum, Instruction, Assessments and Professional Development described previously also apply here.

The major School Improvement Components are identical for both reading and math for all students including the lowest 25th percentile, ELL, FRL, and Students with Disabilities. Following are the major School Improvement Components to enable all children to meet the Arizona Common Core Standards: (1) Our Charter's core academic curriculum and instructional program has been strengthen and is aligned with Arizona Common Core Standards (ACCS). All teachers develop weekly lesson plans based on ACCS. Assessments, and the adopted instructional materials are aligned to ACCS. The Head Teacher and/or Principal reviews Lesson Plans weekly to monitor to assure alignment to Curriculum Maps and ACCS. (2) the Prentice Hall Reading and Math System aligned to ACCS has been implemented, (3) the student teacher ratio is reduced to 8:1 with Highly Qualified certified teaching staff, 4) the quality and amount of learning time has been increased with an after school tutoring program for 4 days a week for 2 hours each day, and 45 minutes daily of intervention program during the school day, (5) periodic assessment and progress monitoring data is done to monitor student progress in meeting ACCS and to plan instruction, and (6) Teaching staff engage in comprehensive professional development focused on improving learning in reading and math for all students. Classroom observation and teacher evaluation focuses on monitoring implementation of ACCS in instruction.

TECHNOLOGY USED for STUDENTS with DISABILITIES

The provisions of NCLB and the Individuals with Disabilities Education Act require that schools must help students with special needs to access, participate, and progress in the general curriculum. Technology will help KDLO fulfill these requirements and help all students succeed. An increasing array of technologies can help personalize instruction for students with special needs and improve learning in the general student population as well. Assistive technologies will be used as needed to yield results for all KDLO students, making it possible for education to be a more inclusive endeavor than ever before.

The laptops / iPads are used to improve the engagement of students with disabilities with their school work; increasing their motivation and ability to work independently; and improving their class participation, interaction with other students, and interaction with teachers. Special education teachers and parents support use of the laptops / iPads to increase students' personal organization. Special education teachers use the iPads with their special education students to increase the quality and quantity of their writing. The laptops and iPads removed the motor coordination challenge of writing with pen and pencil and allowed them to produce work that is easily edited and looks as good as the work of their non-disabled peers.

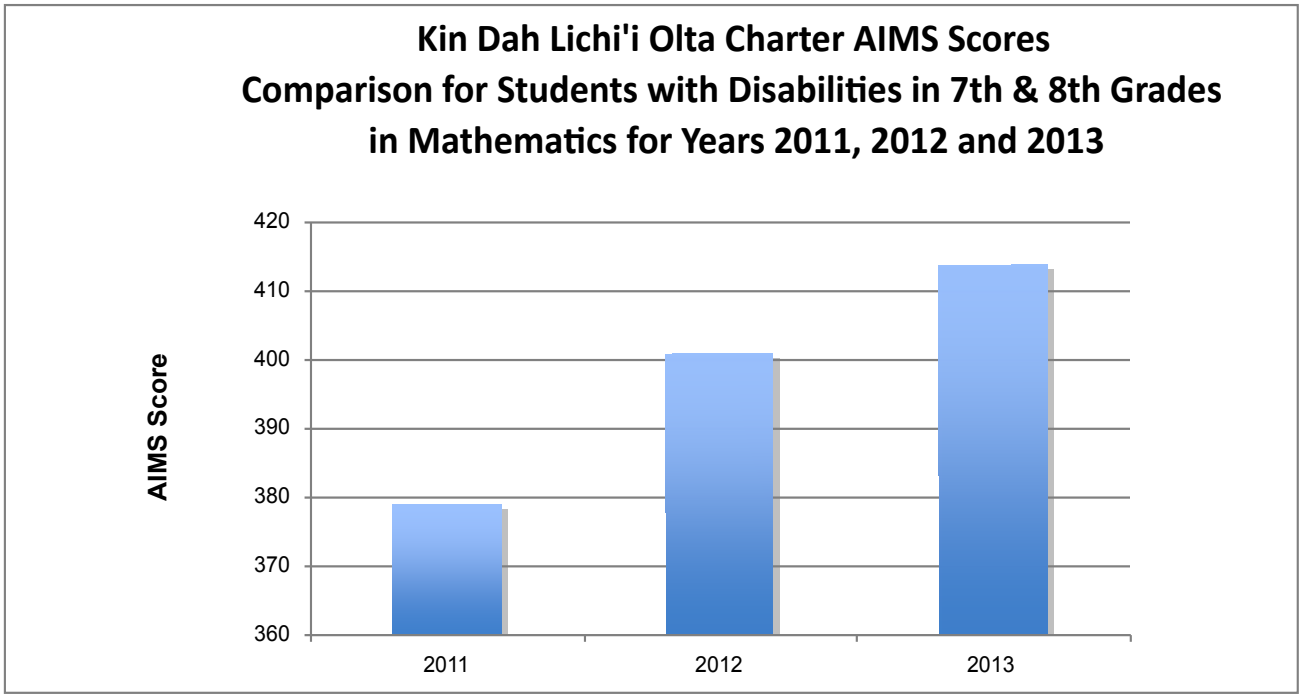
ESY and SUPPORT SERVICES

Extended School Year (ESY) is provided for special education students as determined the individual student's IEP. Counseling is provided for students who are experiencing discipline problems and other issues. Mental health services are provided if necessary through the Indian Health Services. Behavior plans are developed along with the IEP team, as needed. A counselor is available to meet with the students, parents, staff and administration during a crisis or provide guidance with critical issues for individual students. Classroom teachers present careers in classes throughout the school year. Students attend an annual Career Fair

Referral forms and screening protocol is reviewed with the staff at the beginning of each school year. Students who continue to experience difficulty are referred to the Child Study Team. The team reviews assessments, reviews the student's performance with current teacher and last year's teacher for additional information and parents are contacted for further input. The team recommends additional interventions to be provided with specific strategies if necessary or recommend additional testing. Students who are recommended by the Child Study Team for testing are referred for the beginning stages of the special education process.

DEMONSTRATION OF PROGRESS

Data on the following chart shows that Students with Disabilities demonstrated progress on the AIMS assessment in Math. The average of the 7th and 8th grade Students with Disabilities are reported. Scores increased from an average AIMS score of 379 in Spring 2011 to an average AIMS score of 414 in Spring 2013. Student scores in Math have been lower each year than Students' scores in Reading

We are anticipating a very significant increase in Students with Disabilities scores in Spring 2014 due to our implementation of this School Improvement Plan, with our focus on providing Curriculum, Instruction, Assessment, and Professional Development focused on increasing learning for Students with Disabilities.

2c SUBGROUP COMPARISON IN MATH FOR STUDENTS WITH DISABILITIES