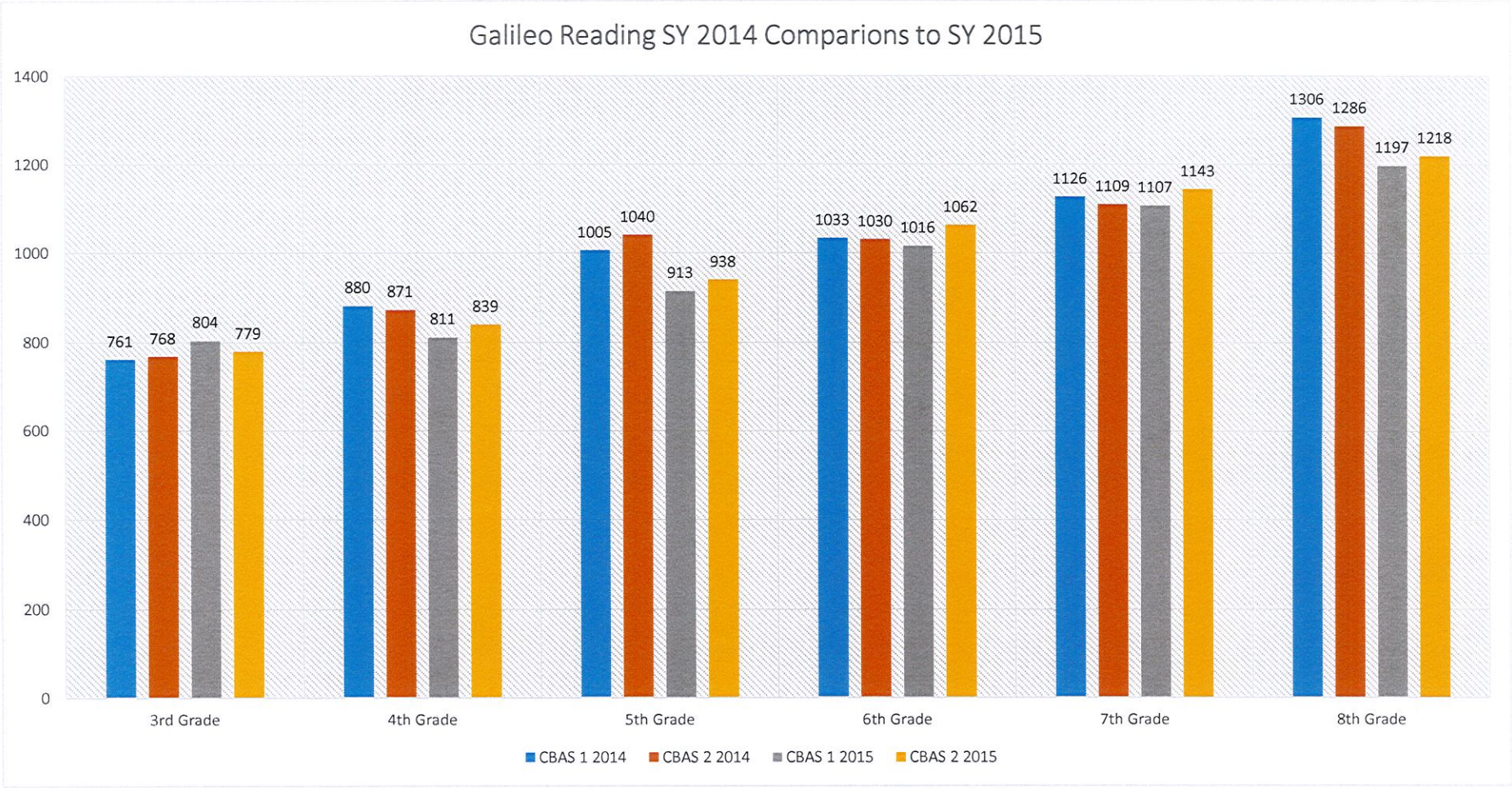
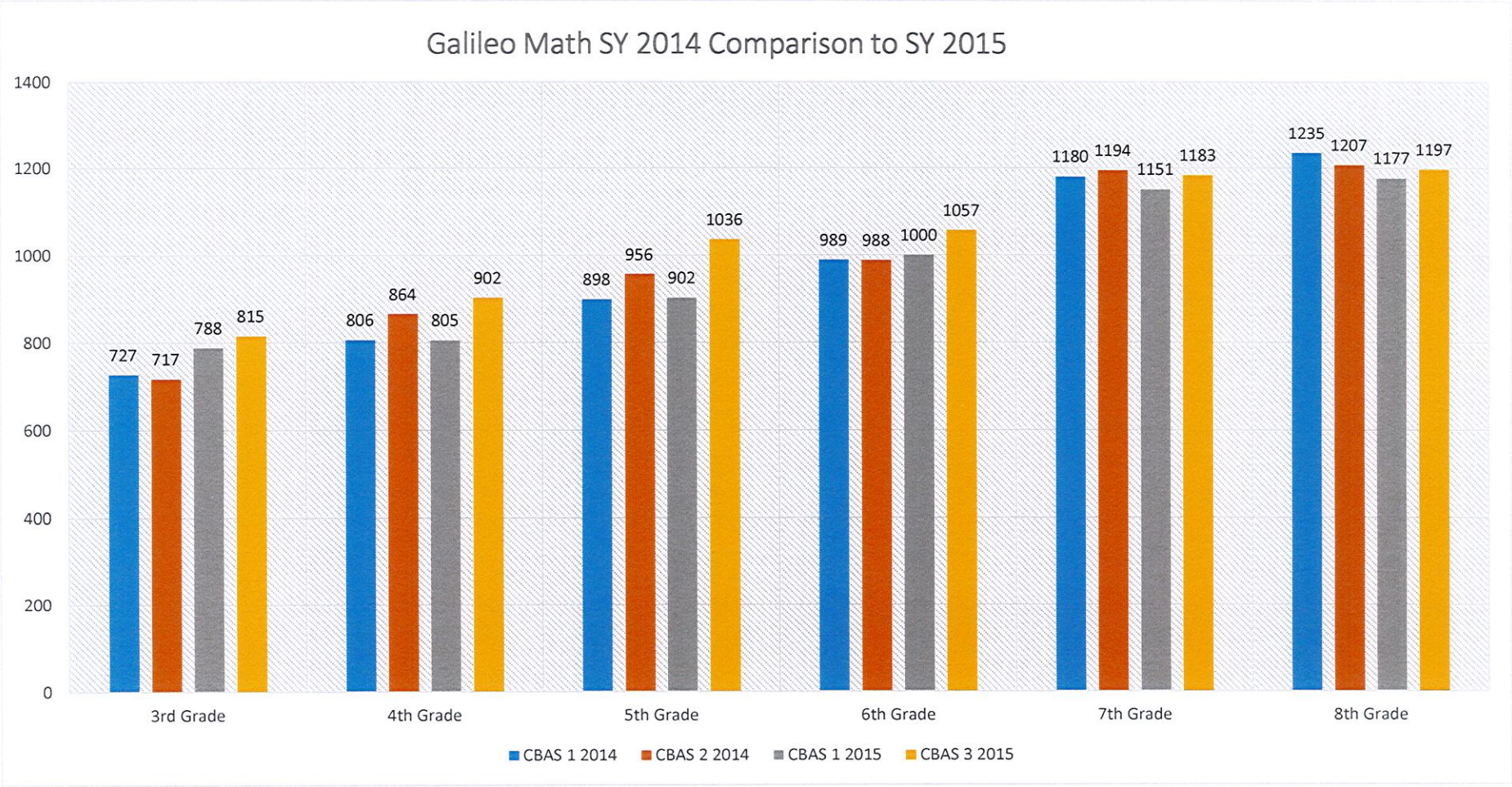
Demonstration of Sufficient Progress
Legacy Schools, Inc
Encore Arts Academy

Area I: Data

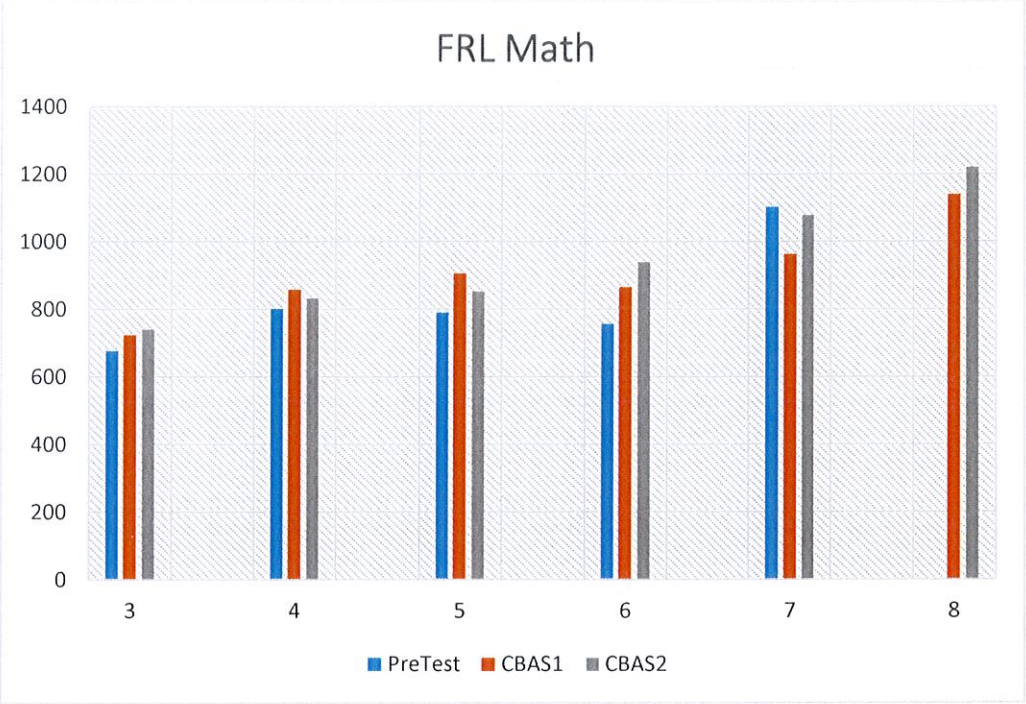
2014 Academic Performance LEG and LS.xlsx – Encore

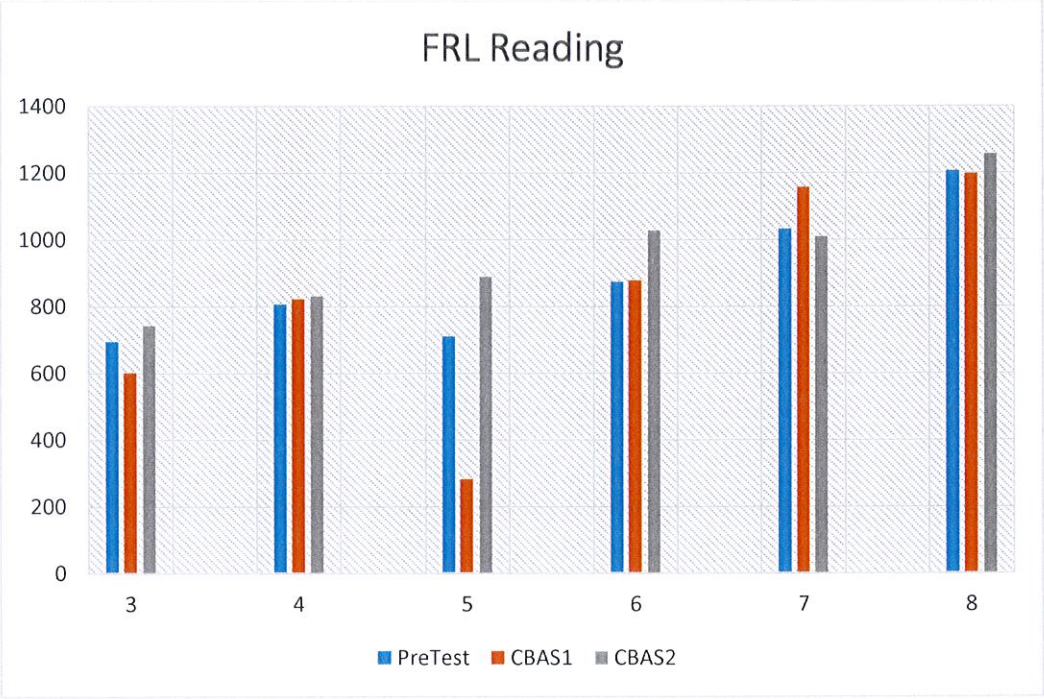
Academic Performance					Encore Arts Academy					
		2012			2013			2014		
		Traditional			Traditional			Traditional		
		Elementary School (K-8)			Elementary School (K to 8)			Elementary School (K to 8)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	50	75	12.5	38	50	12.5	43	50	12.5
	Reading	54	75	12.5	46	50	12.5	47	50	12.5
1b. SGP Bottom 25%	Math	39	50	12.5	42.5	50	12.5	65	75	12.5
	Reading	55.5	75	12.5	33.5	25	12.5	39	50	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	61 / 63.6	50	7.5	53.4 / 64.1	50	7.5	48.7 / 63.4	50	7.5
	Reading	82 / 78.1	75	7.5	71.6 / 78.6	50	7.5	72.6 / 78.1	50	7.5
2b. Composite School Comparison	Math	2.1	75	7.5	-2.3	50	7.5	-7.2	50	7.5
	Reading	7.8	75	7.5	0.3	75	7.5	0.5	75	7.5
2c. Subgroup ELL	Math	50 / 39	75	2.5	30.8 / 40	50	2.5	23.1 / 34.9	50	2.5
	Reading	75 / 52.4	75	2.5	53.8 / 51.6	75	2.5	61.5 / 48.1	75	2.5
2c. Subgroup FRL	Math	59 / 53.9	75	2.5	47.7 / 54.4	50	2.5	40.5 / 53.4	25	2.5
	Reading	82 / 70.4	75	2.5	69.8 / 71.2	50	2.5	68.4 / 70.4	50	2.5
2c. Subgroup SPED	Math	17 / 24.3	50	2.5	25.9 / 25.6	75	2.5	29.2 / 22.5	75	2.5
	Reading	46 / 37.5	75	2.5	44.4 / 37.5	75	2.5	41.7 / 40	75	2.5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability Overall Rating		B	75	5	C	50	5	C	50	5
		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating		69.38		100	50.62		100	56.25		100
89 or higher: Exceeds Stand	<89, but > or = to 63: Meets Standard; <63, but > or = to 39: Does Not Meet Standard; Less than 39: Falls Far Below Standard									


Galileo Reading SY 2014 Comparions to SY 2015
1400
1200
1000
800
600
400
200
0
761
768
804
779
880
871
811
839
1005
1040
913
938
1033
1030
1016
1062
1126
1109
1107
1143
1306
1286
1197
1218
3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade
CBAS 1 2014
CBAS 2 2014
CBAS 1 2015
CBAS 2 2015

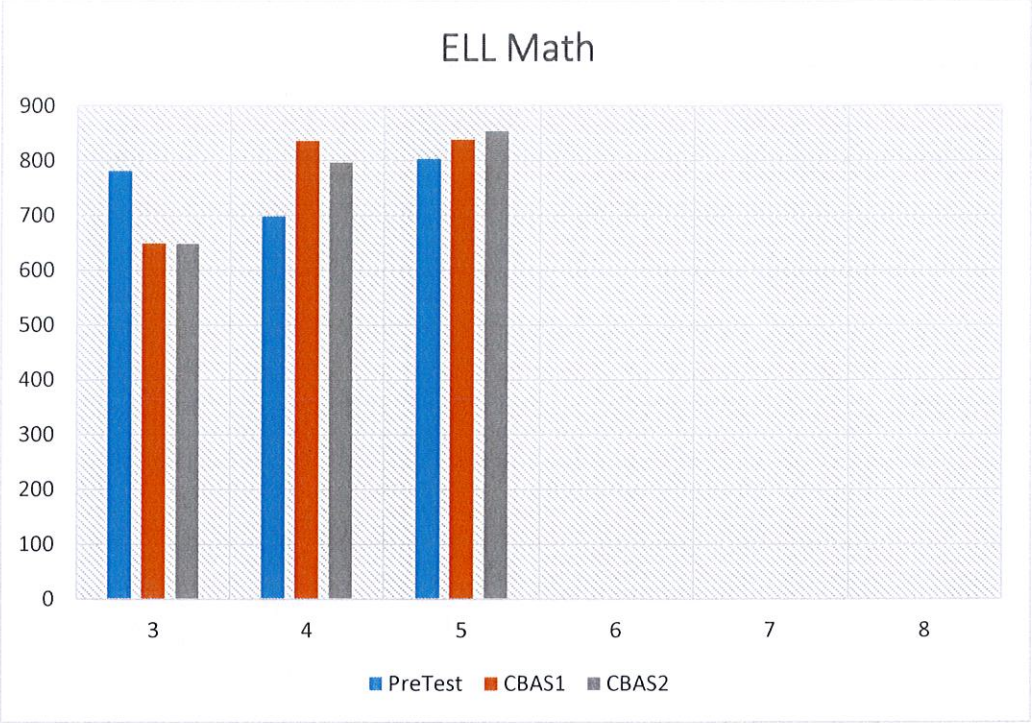

Galileo Math SY 2014 Comparison to SY 2015
1400
1200
1000
800
600
400
200
0
727
717
788
815
806
864
805
902
898
956
902
1036
989
988
1000
1057
1180
1194
1151
1183
1235
1207
1177
1197
3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade
CBAS 1 2014
CBAS 2 2014
CBAS 1 2015
CBAS 3 2015

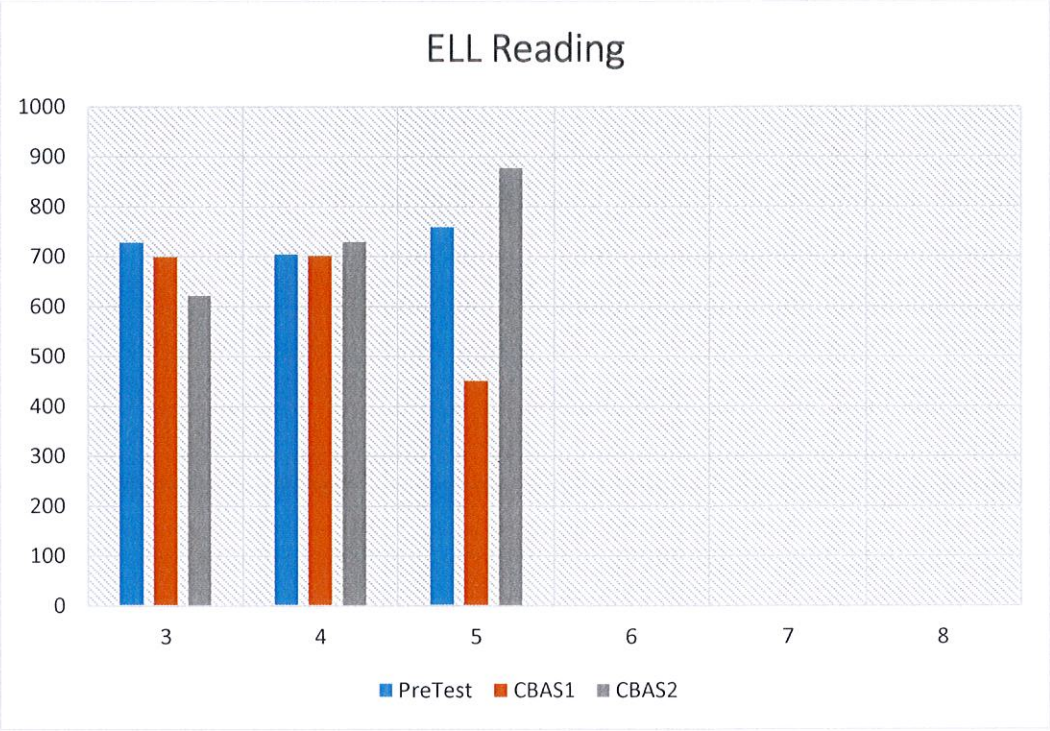
Galileo Assessment Data for Sub Groups SY 2015



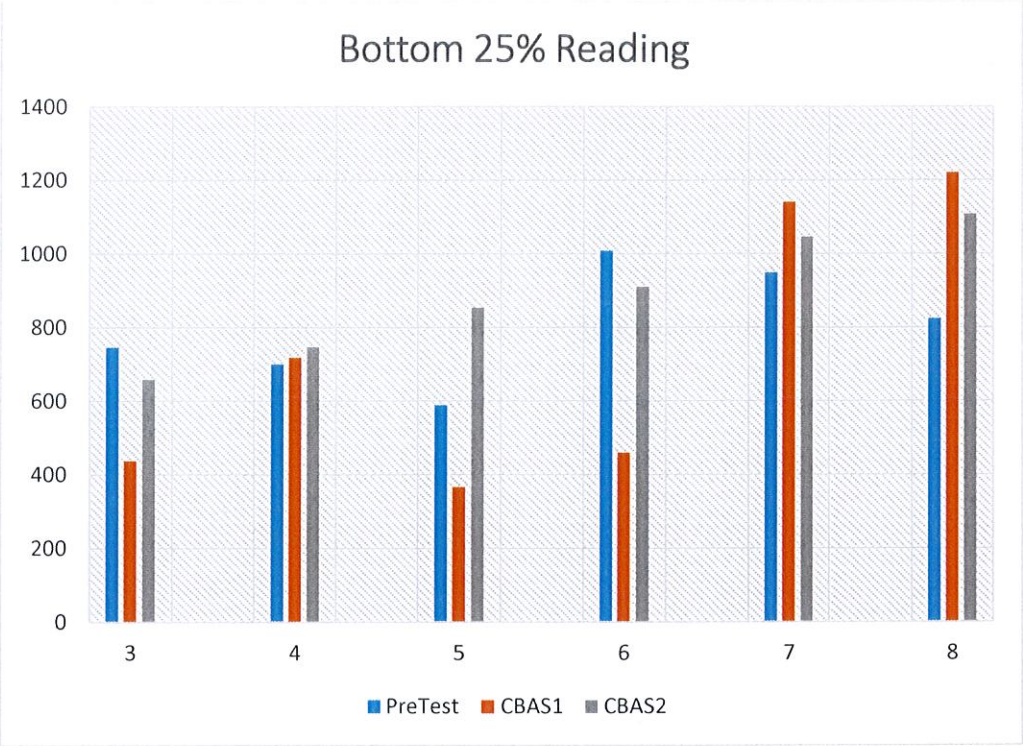


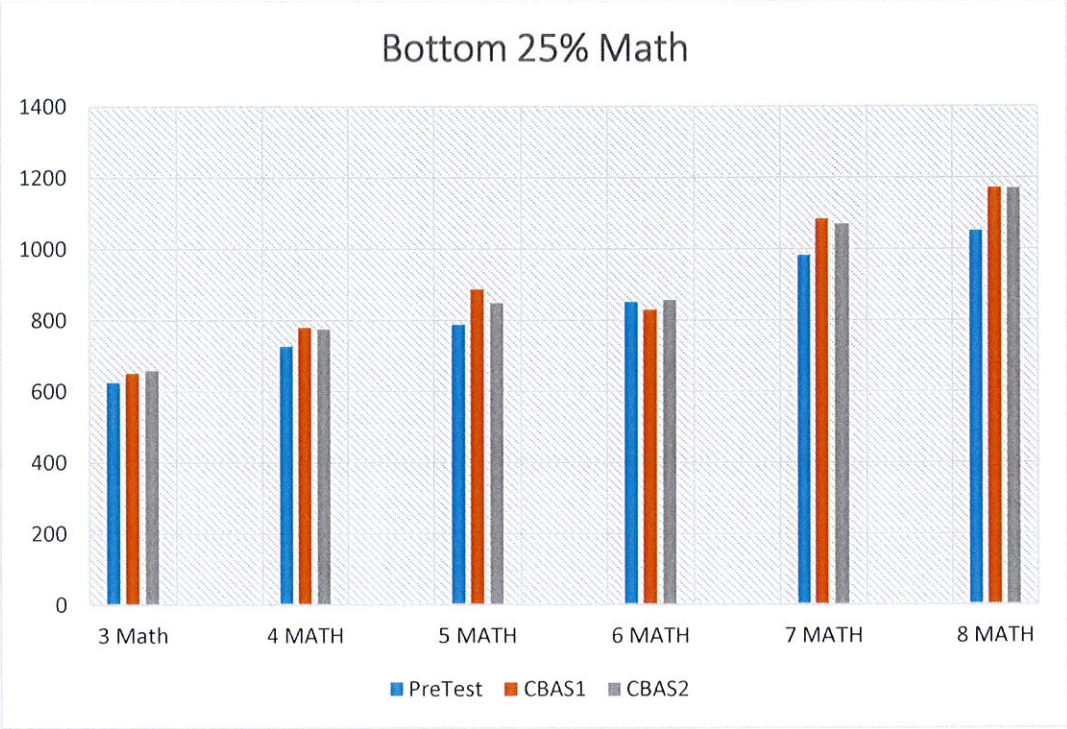
Galileo Assessment Data for Sub Groups SY 2015





Galileo Assessment Data for Sub Groups SY 2015





Valid and Reliable Data

1. **How does the Charter Holder know that the data described above is a valid and reliable indicator for each measure on the Academic Dashboard that does not meet the Board's standards?**

The data presented above is a direct report from baseline and benchmark testing results using ATI Galileo K-12 Online Instructional Improvement and Instructional Effectiveness System. This System has been approved by ADE as a valid and reliable forecasting system. "ATI conducts ongoing research on the reliability, validity, and forecasting accuracy of a variety of types of assessments that have been administered District/charter-wide and for which the Item Response Theory (IRT) analysis generating Developmental Level (DL) scores has been performed. The results of these analyses routinely indicate that Galileo assessments are reliable, are valid, and are effective forecasters of student performance on statewide assessments."(a)

For Encore Arts Academy every grade (except 3rd Grade ELA) is meeting or exceeding the Galileo research-based student growth and achievement results for the 2015 SY. The results are as follows:

GRADE 3-8 MATH

Grade 03-met the growth expectation with 36 points. The expected growth rate was 30 points.
Grade 04-met the growth expectation with 102 points. The expected growth rate was 88 points.
Grade 05-exceeded the growth expectation with 116 points. The expected growth rate was 88 points.
Grade 06-met the growth expectation with 51 points. The expected growth rate was 57 points.
Grade 07-exceeded the growth expectation with 51 points. The expected growth rate was 12 points.
Grade 08-met the growth expectation with -1 points. The expected growth rate was 34 points.

GRADE 3-8 ELA

Grade 03-did not meet growth expectation with -24 points. The expected growth rate was 41 points.
Grade 04-met the growth expectation with 27 points. The expected growth rate was 30 points.
Grade 05-met the growth rate expectation with 36 points. The expected growth rate was 34 points.
Grade 06-met the growth rate expectation with 34 points. The expected growth rate was 24 points.
Grade 07-met the growth rate expectation with 3 points. The expected growth rate was 22 points.
Grade 08-met the growth rate expectation with 5 points. The expected growth rate was 22 points.

Conclusions Drawn From Data

2. **What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations to understand current year performance as compared to prior year(s) performance? What change in academic performance does the analysis indicate? How does the analysis indicate the identified change in academic performance?**

Legacy 2013 compared to 2014 AIMS Mathematics Data Analysis

3rd Grade Math Results

Five of the 15 Composite 3rd grade 2014 AIMS Strand and Concept areas are at or above state averages. The most critical area for grade three students is Strand 1 Number and Operations since that will be a strong focus on the 2015 AzMERIT Mathematics test. Results for Strand 1 (56% correct) match 2013 results for Legacy and is 6 percentage points below state results. S1 Concept 1 Number Sense (57%) is slightly higher than S1 Concept 2 Numerical Operations (55%) and S1 Concept 3 Estimation (53%). It is positive that this is the highest area since estimation is not a focus area of the new standards at this grade level. Number Sense and Operations should still be considered focus areas for Tier 1 instruction as well as Tier 2 and 3 interventions because of the new standards. A solid grounding in Number Sense and Operations in 3rd grade will increase scores in other areas at every grade level.

As was true in SY 2013, Strand 2 Data Analyses, Probability, and Discrete Math displays a variance in results for the concepts tested. S2 Concept 1Data Analyses (Statistics) (72.5%) is significantly higher than S2 Concept 3/4 Systemic Listing and Counting/Vertex Edge Graphs (40%). Neither area will be a focus area for new Math standards in 3rd grade and the 2015 AzMERIT and should not be considered focus areas.

Strand 3, Patterns, Algebra, and Functions (70%), is a strong area in 2014. Results match the state results and increased over 2013 3rd grade scores with S3 Concept 1 Patterns and S3 Concept 2/3 reflecting similar results (68% and 71%). At72% mastery, Strand 4 Geometry and Measurement reflects the highest results for 3rd grade students in both 2013 and 2014. S4 C1/2 Geometric Properties/Transformation of Shapes (88%) which increased over last year is significantly stronger than S4 Concept 4 Measurement (57%) which is the same as last year's results. For primary students it is critical that concrete materials are presented prior to abstract concepts being introduced so a review of resources could have a positive impact on future results.

Strand 5 Structure and Logic (56%) is a low area in both 2014 and 2013 3rd grade results although Legacy's results are very close to the State's results of 58%. Third grade focus concept areas for improvement: S1 Concept 1 Number Sense, S1 Concept 2 Numerical Operations, S4 Concept 4 Measurement, and Strand 5 Structure and Logic.

4th Grade Math Results

Fourth grade 2014 AIMS Strands and Concepts are below 2014 state averages except in the area of estimation which mirrors state results. Overall 4th grade mathematics results continue to be the main area of concern school wide.

2014 4th grade results for Strand 1 Number and Operations do not reflect increases over 2013 4th grade scores except in the area of estimation. Growth in this strand at this grade level is important because by 4th grade students should be expected to have a firm grounding in both Number Sense and Numerical Operations. The lowest areas in this strand continue to be S1 Concept 1Number Sense (48%) and S1 Concept 2 Numerical Operations (49%). Especially in Numerical Operations, review of individual assessment data can easily identify specific areas in need of remediation for each student. Whole class interventions such as "Rocket Math" will build fluency with basic operations with minimum impact on class instructional time. A strong grounding in the concrete (manipulative materials are critical in this area at this stage) should have a positive impact on the entire strand.

Results for Strand 2 Data Analyses, Probability, and Discrete Math (48.8%) reflect the lowest results for Legacy's 4th grade scores. Neither area should be a focus for SY 2015 because of the new standards.

Strand 3, Patterns, Algebra, and Functions, is again the highest overall area in 4th grade at 63% correct. S3 Concept 1 Patterns (68%) is the highest concept area in fourth grade and 8 points above

2013 4th grade results. That may reflect a stronger grounding in the concrete which is important at this grade level.
Strand 4 Geometry and Measurement (53.8%) reflect an increase over last year's results. A concern is the drop in S4 Concept 4 Measurement (63% to 55%) from last year because of the emphasis in the new math standards on measurement for 4th grade students. Individual student data should reflect specific areas in need of remediation. This would be important because measurement standards are very specific for grade levels and may not overlap in the curriculum and textbooks.
Strand 5 Structure and Logic (50%) is similar to 2013 4th grade results (51%) and below 2014 3rd grade state results (61.2%).
Fourth grade focus concept areas for improvement: S1 Concept 1 and 2 Number Sense and Numerical Operations, S4Concept 1 Geometric Properties, S4 Concept 1 Geometric Properties and Concept 4 Measurement, 5 Structure and Logic.

5th Grade Math Results
Fifth grade 2014 AIMS Strands and Concepts are at or above the state averages in 13 of 16 areas. Those reflect very strong results for the program at that grade level.
Strand 1 Number and Operations (59.6% overall) is somewhat low which makes it a concern for students entering middle school since this is not a focus. This strand should be reviewed by concept because of the divergence between results. The lowest Concept, C2 Numeric Operations, at 49% correct (similar to 2013 results of 51%) is probably the result of fractions which are a concern in the 5th grade requirements for the new standard. This area needs to be closely monitored in SY 2015 because it strongly impacts the new 6th grade math standards where fractions become a focus area. Concept 1 Number Sense (66.3%) and Concept 3 Estimation (70%) are very strong and also much higher than 2013 school results and as well as 2014 state results.
At 71.6% correct, Strand 2 Data Analyses, Probability, and Discrete Math show the highest overall results. Within that strand, Concept 2 Probability is the highest (72.5%) as it was in SY 2013. Strand 2 Concept 1 Data Analyses and Concept 3/4 Systemic Listing and Counting/Vertex Edge Graphs show a strong 70% correct which are higher than both SY 2013 results and 2014 state averages.
Strand 3 Patterns, Algebra, and Functions (67.2%) were very close to the state average of 68% correct. Those results are significantly above last year's 5th grade school results. Strand 3 Concept 1Patterns at 72.5% correct is over double last year's results of 33% is the lowest of all concepts at 33% correct and 37 points below last year's 5th grade results (70% correct). Strand 3 Concept 3/4 Algebraic Representations/Analyses of Change is high at 62.9% correct, however, lower than last year's school results of 78%.
Strand 4 Geometry and Measurement is high at 68% correct. Both Concept 1 Geometric Properties (68%) and Measurement (66%) are above 2014 state averages (64% and 58%) and last year's 5th grade results (52% and 46%). These strong results should have a positive result on next year's middle school math scores because these are a focus area in the new standards.
Strand 5, Structure and Logic, was low at 58.5 % correct, but above the state average of 56.6%. The new math standards will require much higher levels of skill and a strong focus on the areas of Reasoning and Problem Solving so this should be a focus area for SY 2015.
Fifth grade focus concept areas for improvement: Strand 1 Concept 1 Numerical operations. It is recommended that remediation be considered in all numerical operations with a focus on manipulating fractions. Strand 5, Structure and Logic require consideration.

6th Grade Math Results

Legacy's 6th grade overall mathematics results are significantly below the state average (28% passing compared to 68% passing) and also below last year's school results.
Strand 1 Numbers and Operations is the lowest overall area at 40.8 % correct compared to 50% in SY 2013. S1 Concept 1 Number Sense (41%) and S1 Concept 2 Numerical Operations (38%) are the lowest areas. Because S1 Concept 2 was one of the lowest areas for Legacy 6th grade students in SY 2012 and 2013 as well, it is an area that should be reviewed for potential changes in curriculum. Curriculum should be reviewed in respect to changes in the standards as well. There is a significant focus on fractions in the new 6th grade standards that may not be reflected in the current AIMS results.
Strand 2 Data Analyses, Probability, and Discrete Math (54%) and Strand 5 Structure and Logic (54.4%) showed similar results as well as similar results to SY 2013. In Strand 2, Concepts 1 Data Analyses (47.5%) and Concept 2 Probability (47.5%) were significantly below S2 Concept 3/4 Systemic Listing and Counting/Vertex Edge Graphs (67.5%) which was an area identified for improvement last year.
Strand 3, Patterns, Algebra, and Functions (58.1%), is again the strongest area with both Concepts 1/2 Patterns/Functions and Relationships (65%) showing high mastery.
Results for Strand 4 Geometry and Measurement (50.7%) were similar to SY 2013 results of 51% correct. One Concept 3 Coordinate Geometry (67.5%) was significantly higher than the results of the other two concepts. Strand 4 Concept 1/2 Geometric Properties/Transformation of Shapes (40%) again reflects the lowest results in 6th grade as it did in last year (30%). Because it was also an area of concern in 2012, it is an area that should be reviewed for curriculum as well as instructional methods. Strand 4 Concept 4 Measurement was also low at 46% correct.
Sixth grade focus concept areas for improvement: S1 Concept 1 Number Sense and Concept 2 Numerical Operations, S2 Concept 1 Data Analyses and Concept 2 Probability, and Strand 4 Concept 1/2 Geometric Properties/Transformation of Shapes and Concept 4 Measurement. Specific concern is the low overall results in Strand 1 Number and Operations for the second year.

7th Grade Math Results
For the third year, 7th grade Strand 1 Number and Operations results (45.8% correct) are the lowest area. Within that strand, Concept 1Number Sense (40%) and Concept 2 Numerical Operations reflect the lowest per cent correct of all areas. Concept 3 Estimation is much higher at 55% correct. Because Number Sense and mastery of Numerical Operations are key to success in other areas and not typically the focus of middle school standards or curriculum, deficiencies in these areas need to be identified and remediated through strong intervention programs.
Strand 2 Data Analyses, Probability, and Discrete Math results (52.3 % correct) were similar to Strand 4 Geometry and Measurement results (52.6%). S2 Concept 1 Data Analyses (Statistics) is strongest at 52.5% correct although it is below both 2013 7th grade results (60%). S2 Concept 2 Probability (50%) is above last year's results (43% correct) for that concept. The strongest area in strand 2 is Concept 3/4 Systemic Listing and Counting/ Vertex Edge Graphs (55% correct). Unfortunately this is not a focus for this grade level in the new standards. Strand 4 Geometry and Measurement contain both the lowest and the highest results for 7th grade students. S4 Concept 4 Measurement (45% correct) is significantly lower than Concept 1/2 Geometric Properties/Transformation of Shapes (57.7%) which is one of the strongest areas for this grade level.
Strand 3 Patterns, Algebra, and Functions (60%) are within 4 points of 2012 7th grade results. Strand 3 Concepts 1/2 Patterns/ Functions and Relationships (65%) and S3 Concepts 3/4 Algebraic Representations and Analyses of Change (58%) are both below 2012 6th grade results.

Strand 5 Structure and Logic 2013 6th grade results reflect the strongest result overall (67%) and mirror the high SY 2013 7th grade results (63%). With the new standards focus on problem solving and higher reasoning skills, it is significant that this is such a high area for students entering 8th grade in SY 2015.
Seventh grade focus concept areas for improvement: S1 Concept 1 Number Sense and Concept 2 Numerical Operations, S2 Concept 2 Probability, and Strand 4 Concept 4 Measurement.

8th Grade Results
In general, SY 8th grade results for both Strands and Concepts were below state results for SY 2014. At 39.1% correct, Strand 1 Number and Operations reflects the lowest results with Concept 1 (30% correct) and Concept 3 Estimation (40% correct) the lowest overall concepts for this grade level.
In Strand 2 Data Analyses, Probability, and Discrete Math (48.3% correct) Concept 1Data Analyses (Statistics) (55% correct) was the strongest area and S2 Concept 3/4 Systemic Listing and Counting/Vertex Edge Graphs (42.5% correct) was the lowest.
Strand 3 Patterns, Algebra, and Functions (53.3%) showed a large divergence between concepts. At 61.6% correct, S3 Concepts 1/2 Patterns/Functions and Relationships are 14 points higher than Concept 3 Algebraic Representations (47.5%) and 9 points above S3 Concept 4 Analyses of Change (52.5%). These are key areas for this grade level in the new standards and curriculum as well as teaching should be reviewed for SY 2015.
The strongest areas are Strand 4 Geometry and Measurement (55% correct) and Strand 5 Structure and Logic (55% correct). Strand 4 Concept 4 Measurement is the highest area (60% correct) and Concept 2 Transformation of Shapes (47.5% correct) is the lowest area. The state average correct for both Concept 1 Geometric Properties and Concept 3 Coordinate Geometry were 60% which put the school's results C2 (57.5%) and C3 (55%) within 2.5-5 points of the state averages for those areas. These areas will be reflected in the new standards as well as high schools standards.
Eighth grade focus concept areas for improvement: All of Strand 1 Number and Operations. This is especially critical for Concept 1 Number Sense because that skill area is foundational and is the lowest area in Strand 1. It is not a focus for the new standards at this grade level, so it should be addressed through interventions using concrete materials. Although Strand 2, Data Analyses, Probability, and Discrete Math, was the second lowest area, it is not a focus of the new math standards at this grade level. S3 Concept 3 Algebraic Representations and S4 Concept 2 Transformation of Shapes are areas that should be addressed.

Galileo Testing review for 2015 SY

In comparing the 2014 SY Galileo benchmark scores to the 2015 SY benchmark scores, the 2015 Math results demonstrate growth in total scores across the grades 3-8. The SY 2014 scores (last school year) showed growth in only 4, 5 and 7 grade with 3 and 8 grade dropping and 6 grade remaining the same. For Reading, the benchmark scores for SY 2014 declined for all grades, except 5 grade, through the school year. For the 2015 SY year, Reading scores increased in all grades, except 3 grade, from the Baseline to CBAS 2 (CBAS 3 had not been administered at the time of this report). In looking at the 3rd grade scores, this was the first time they had tested Online and the test was the AzMERIT version of Galileo. These two factors may have affected the students. The school began remediation to increase 3 grade class time in the online lab accessing Galileo Math Resources and provided increased interventions.
Of interest to note is that last year for the 2014 SY the percentage of students falling into the FFB and Approaches categories increased, in most grades in both Reading and Math, over the

school year. In comparison, in these same categories for the 2015 SY, there was demonstrated growth through the school. This FFB and Meet data represents the Bottom 25%.
The graphs presented in this report demonstrates growth in all grades for the Bottom 25% of students.
Additional graphs demonstrate growth through the year for ELL students and FRL students.

Area II: Curriculum

Evaluating Curriculum	
1. What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	
All classrooms use the single, grade-level curriculum maps for ELA and Math. These maps were created and are aligned to the ACCR standards (ACCRS), and AzMERIT framework and timing. The instructional programs used are Core Knowledge, Saxon Math (K-2), Reading Advantage, McGraw Hill for ELA, Galileo Instructional Dialogues and AAA Math. For RTI ELA interventions the school uses High Frequency Mastery Word Lists by Grade Level, Fundations, Spalding, Barton Reading System, 95% Group, 6 minute solutions. For RTI Math interventions the school uses Galileo Digital Curriculums and Dialogues, AAA Math, and Fact Fluency Tests. The school has used Core Knowledge®, a content rich curriculum, since the 2001 opening of the school and was fully implemented during the 2006-07 school year. The curriculum is across all subject areas and builds sequentially each year on knowledge mastered in earlier grades. This curriculum builds a broad base of knowledge and provides a rich vocabulary which is needed for reading and academic success. Teachers are required to align their Core Knowledge curriculum with the ACCR standards and notate the date taught or reviewed.	List documents that serve as evidence of implementation of this process: A. Curriculum map samples B. Core Knowledge Implementation C. Core Knowledge/ACCRS check list D. Lesson plan samples E. Sign-ins for grade level team meetings F. Master teaching schedule evidencing common planning time G. RTI Activity Log H. Lesson plan submission evidence I. Sample of lesson plan feedback J. Walkthrough forms K. Professional Development calendar L. Teacher formal evaluation forms M. Professional Development surveys N. Data Meeting protocol and sign in O. Galileo Assessment Planner P. Galileo Class Calendar Q. Teacher Handbook p. 27 R. Galileo Intervention Reports S. AzMERIT Prep Computer Lab Schedule T. Galileo Formative Assessments Reports U. AAA Math Student Mastery Logs V. Math Fact Fluency Tests W. Curriculum Evaluation Guide

Curriculum is evaluated in an ongoing process to make sure the learning is progressing during the school year, as well as annually, based on yearly achievement results. The process of evaluating curriculum is led by the Leadership Team. Ongoing curriculum evaluation is done through the use of data from Galileo"s formative, summative, and benchmark assessment results. The school has begun the process of requiring teachers to use the same lesson plan template to ensure that in addition to standards alignment, all standards taught are clearly assessed and intervention activities pre-planned to reteach and ensure that students who fail to master the standards initially are provided additional support to do so. Assessments, differentiation, and standards are clearly articulated on all lesson plans to drive student success. To support facilitation of interventions all teachers have a scheduled RTI time where paraprofessionals assist with small group instruction in both Reading and Math. (RTI Schedule) Teachers submit their lesson plans for ELA and Math to the Principal. The Principal reviews the lesson plans to ensure they contain the necessary elements listed above and to provide feedback to the teacher. The school Principal conducts regular classroom walk-throughs and provides feedback when needed to ensure instruction matches the written lesson plan for the day. Teacher submissions and use of aligned lessons and curriculum maps are indicators on every teacher's formal evaluation. The yearly evaluation process uses the Curriculum Evaluation Matrix. This is done at the end of the school year using teacher evaluations and walk-throughs, student achievement data, and curriculum map/pacing guides.	
2. How does the Charter Holder identify gaps in the curriculum?	
Gaps in Reading and Math curriculum are identified using the School Risk Summary data from the Galileo Assessment System. Data is analyzed and interpreted and instructional needs are identified using the following processes.	List documents that serve as evidence of implementation of this process: A. Galileo Standards Mastery Report B. Galileo Intervention Report C. Galileo Assessment Reports D. Teacher Walkthroughs

• Instructional plans are created to meet identified needs. • An implementation plan is developed that includes timeline and evaluation criteria as agreed upon by the teachers. • Classroom observation data collected from teachers is analyzed both at the individual teacher level and grade level or department level using trend data protocol. Weekly lessons are revised to include areas identified as not yet mastered based on the Standards Mastery Report. Monthly data talk meetings are held with the RTI data team and leadership team. Teachers meet weekly as part of their Friday early release time with the RTI Team to review their data results. Strategies are discussed for remediation of students who fail to progress based on assessment results. The Galileo Intervention Report is used to determine standards mastery. Objectives not yet mastered are disaggregated and lessons are placed in the class calendars, and lesson plans to address the deficits. Ongoing assessments are relied upon to ensure instructional effectivenes.	E. Teacher Formal Evaluations F. Teacher Surveys G. Curriculum Maps/Planning Guide H. Galileo State Approval documentation I. Weekly Staff Meeting Sign-in Sheet J. Staff Meeting Agenda K. Galileo Class Calendar L. Professional Development Calendar M. Professional Development Surveys N. Teacher Lesson Plans O. Data Protocol Meetings P. RTI Staff Logs and Reports Q. Processes and Procedures Master Plan and Evaluation Form R. Curriculum Evaluation Guide
Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
The Leadership Team uses the Curriculum Evaluation Matrix. Standards-based data is used to identify instructional needs. The Leadership Team uses the results of the data. Options are researched and discussed, and the Leadership Team identifies the recommended curriculum revisions. These recommendations are sent to the Director for approval and implementation. • Team meets monthly to review data. • Agenda is created and used at each meeting to evaluate grade level and department progress towards end of year goals. • Team analyzes and interprets data.	List documents that serve as evidence of implementation of this process: A. Data Protocol Meeting and Logs B. Curriculum Map/Pacing Guide C. Galileo Standards Mastery Intervention Report Data D. Leadership Team Processes and Procedures E. Teacher Formal Evaluations F. Teacher Walkthrough Evaluations G. Employee Handbook H. Leadership Team Processes and Procedures Assessment Survey

• Team uses a problem solving process to make decisions.	I. Documents Identifying Teachers Needs/Supports/Follow up meetings/Daily Interventions J. Assessment Plan K. Leadership Team Master Processes and Procedures L. Curriculum Evaluation Rubric M. Curriculum Map Rubric
4. Who is involved in the process for adopting or revising curriculum?	
The Leadership Team Members include Director, Principal, RTI Coordinator, Title I Director, representative teachers.	List documents that serve as evidence of implementation of this process A. Leadership Team Meetings Agenda B. Curriculum Evaluation Rubric C. Curriculum Map Rubric
5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
When adopting curriculum the evaluation tool used is as follows: • Agenda is created and used at each meeting to evaluate progress towards end of year goals required by the AZ Academic Performance Framework and Guidance and established by the District Guidelines. • Curriculum is evaluated for alignment to ACCRS with fidelity. • Team analyzes and interprets data. (Curriculum Map Selection Criteria) • Team uses a problem solving process to make decisions based on the educational goals as stated in the handbook.	List documents that serve as evidence of implementation of this process: A. Leadership Team Processes and Procedures B. Curriculum Maps/Pacing Calendars (for standards based alignmen)t C. Galileo Reports D. CIP Action Steps and Strategies Sample E. Data Protocol Meetings F. Leadership Team Processes and Procedures G. Curriculum Evaluation Rubric H. Curriculum Map Rubric
Implementing Curriculum	
6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	
To ensure consistent implementation of the curriculum across the school the process is: -Weekly lesson plans are submitted to the principal for review, -Lesson Plans must follow the guidelines as presented in the Employee Handbook, -Every teacher is observed at least once a week,	List documents that serve as evidence of implementation of this process: A. Employee Hand Book p. 27 B. Weekly Observations C. Walk Through Evaluations-8 times p/year D. Formal Evaluations-2 times p/year

-A walk-through evaluation is done eight times a year, -Formal Evaluation is completed twice a year. Teachers receive feedback after each walkthrough and formal evaluation. When goals are not being met, teachers are required to meet with the principal daily and/or weekly as necessary until performance has met clearly defined expectations. The school has a Discipline and Due Process plan that is outlined in the employee handbook. This plan is a progressive discipline procedure that may result in dismissal if a teacher does not make the required changes. A teacher that refuses to adhere to the requirements of curriculum implementation are subject to this process.	E. Discipline and Due Process p. 25 in Employee Handbook F. Lesson Plans G. Curriculum Map/Pacing Calendar H. Curriculum Evaluation Rubric I. Curriculum Map Rubric
7. What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	

The tools used to identify what must be taught are:
• A Core Knowledge® Curriculum Map/ Pacing Calendar aligned with clearly defined ACCRS objectives. Dates taught are notated on the plan.
• The Curriculum Map is linked to the Galileo assessment planner used to construct benchmark assessments for Reading and Math which are aligned to the ACCR standards.
• Lesson Plans used to integrate the implementation of the curriculum with the assessment information used to guide instruction, including ACCRS-aligned curriculum with fidelity.
• Teacher Walk-through Evaluations Processes and Procedures:
  ○ Clearly defined, posted ACCRS objectives aligned with the lesson plan and curriculum map
  ○ Vocabulary Posted
	List documents that serve as evidence of implementation of this process:
	A. Curriculum Map
	B. Assessment Planner
	C. Sample of Lesson Plans
	D. Walk Through Calendar 8 p/year
	E. Formal Evaluations Calendar 2 p/year
	F. Weekly Walk-through Observations
	G. Walk-through Evaluation Form
	H. Formal Evaluation Form
	I. Core Knowledge Sequence Sample
	J. Professional Development Calendar
	K. Professional Development Surveys
	L. Benchmark Data
	M. Curriculum Evaluation Rubric
	N. Formative Assessment Data
	O. Summative Assessment Data
	P. Report Cards listing content grades
	Q. Leadership Team Processes and Procedures
	R. Curriculum Map Rubric

○ Formative Assessments ○ Data collected is analyzed and interpreted at weekly grade level/department meetings. ○ Data is used to evaluate the effectiveness of instructional practices and programs and to make changes to instruction (time, duration, grouping, instructor, program)	
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
The teachers are given the walk-through evaluations 8 times per year, followed by meetings where feedback is given along with any action steps and strategies to meet the AZ Academic Framework. Formal evaluations are done twice per year followed by teacher/principal meetings to discuss the outcome of the evaluation. Feedback is given with regard to District policy and the AZ Academic Framework. Teachers will be given action steps and strategies along with future monitoring for outcome expectations. The employee handbook outlines the teacher expectations in detail. At the beginning of each school year and periodically during the school year, areas in the handbook are reviewed with the staff. All employees must read and sign the handbook yearly.	List documents that serve as evidence of implementation of this process: A. Walk-through Evaluations B. Formal Evaluations C. Employee Handbook D. AZ Academic Framework E. Sample signed Handbook form F. Galileo Login Report G. Galileo Data Reports H. Curriculum Map Rubric I. Curriculum Evaluation Rubric J. Lesson Plans
9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
The evidence used to demonstrate the use of these tools with regards to classroom and alignment with instruction are: 1. Lessons plans are reviewed by Principal 2. Walk-through and weekly observation elements: a. objectives clearly posted, b. vocabulary posted, c. formative assessment, d. critical question posted e. lesson plans with clear objectives in accordance with the ACCRS	List documents that serve as evidence of implementation of this process: A. Walk throughs B. Teacher Evaluations C. Galileo Report-Progress Monitoring D. Report Card Sample

f. Curriculum Map/Pacing Calendar 3. Formal Teacher Evaluations 4. Galileo Reports-(progress monitoring) 5. Report Card grades applied to the ACCRS	
Alignment of Curriculum	
10. What process does the Charter Holder use to ensure the curriculum is aligned to Arizona's College and Career Ready Standards?	
The process used to ensure the curriculum alignment is through the use of a school wide reading and math curriculum map and pacing guide. Each objective is incorporated into teachers' lesson plans throughout the year. The plans are reviewed and adjustments are made based on assessments indicating standards are not yet mastered. The lessons plans are reviewed weekly for content including AZCCRS fidelity alignment, formative and summative assessments, vocabulary, and learning outcomes. The school uses a consistent system-wide folder containing the curriculum map/pacing calendar, AZCCRS checklist, Lesson plans with clearly stated objectives, "Core Knowledge" alignment to standards (with date taught), standards based goals for each objective indicating mastery or re-teaching. A pre-test and post-test, plus three benchmarks are given throughout the year in grades 3-8. Adjustments are added to the curriculum map/calendar pacing guide as needed, based on student learning outcomes as required in weekly formative and summative assessments (data taken from walk-through observations and formal evaluations, in addition to the Galileo formative and benchmark assessment data). An academic planner is used to ensure all objectives have been taught and mastered. The Galileo Intervention Report identifies standards not yet mastered in an ongoing basis throughout the year. These reports are used as a tool to create curriculum based on the standards for reteachingand to ensure mastery. Lesson Plans are modified to address any deficits in instructional effectiveness.	List documents that serve as evidence of implementation of this process: A. Curriculum Map/Pacing Calendar B. Weekly Lesson Plans C. Galileo Assessment Planner D. Galileo Intervention Report E. Galileo Dialogue Report F. Galileo Class Calendar
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	

11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
Reading for 2014 Met. Encore Arts Academy uses Response to Intervention (RTI) to identify students' strengths and areas of weakness. RTI is a comprehensive system of evidence-based, tiered interventions used for addressing the full range of student academic needs. The components of RTI are: • Regular progress monitoring of all students using a proven assessment system • Implementation of a three-tiered model of instruction using progress monitoring data to drive instructional decisions • Use of scientifically-based researched instruction through all tiers. • Specifically, the identified bottom 25%, receive 30 minutes a day of instruction time in math and/or reading. Ongoing assessments are given to guide instruction needed and to monitor progress. Graphs demonstrating progress through the year were included in the data at the front of this report. Math Galileo benchmark testing this year for Bottom 25% shows an increase at every grade level from baseline in August 2014 to the Math CBAS 3 completed in March.	List documents that serve as evidence of implementation of this process: A. Galileo Intervention Group Reports B. Reading Intervention Logs and Scores C. Math Intervention Logs and Scores
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
Reading performance Met. Based on the Teacher Evaluation Forms, observations are made to ensure the "Four ELL Recommendations" have been met. Lesson plans must have ELL accommodations documented where needed. RTI Director meets with the Data Review Team to ensure standards are being met in the curriculum and to address any weaknesses in learning needs.	List documents that serve as evidence of implementation of this process: A. Four ELL Recommendations B. Lesson Plans with ELL differentiation C. Formal Teacher Evaluations and Walk-throughs with ELL recommendations

Math Galileo benchmark testing this year for 3rd-5th grade ELL students demonstrates growth in all students.	D. Galileo Current and Prior Year Disaggregated ELL Student Improvement Report Data E. AIMS test scores
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) eligible students?	
Graphs at the front of this report demonstrate that the Free and Reduced Lunch (FRL) eligible students have made progress from the baseline testing in August 2014 to the CBAS 3 in March. Students are identified and progress monitored through the RTI program and in the Galileo reports. Data collected is analyzed and interpreted at weekly grade level/department meetings. Data is used to evaluate the effectiveness of instructional practices and programs and to make changes to instruction (time, duration, grouping, instructor, program)	List documents that serve as evidence of implementation of this process: A. (FRL) disaggregated formative, summative, and benchmark assessments. B. Curriculum Map/Pacing Calendar
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
For the second year the school Met in this area for both Reading and Math.	

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
The Galileo Assessment System is used which meets our procedures requiring a standards-aligned comprehensive system. Galileo assessments include: *Benchmark *Formative *Pre and Post Tests *Instructional Effectiveness Assessments *Summative Tests ATI's newest assessment item-type, Technology Enhanced (Technology Enhanced) items are designed to follow test questions on the AzMERIT tests. In addition, Technology Enhanced assessment items are used in "Instructional Dialogs." Students are given these tests to learn to effectively respond to new learning expectations and new item types. DIBELS is used for Kindergarten reading readiness and progress monitoring.	List documents that serve as evidence of implementation of this process: A. AzMERIT Alignment B. DIBELS reports
2. What was the process for designing or selecting the assessment system?	
Both DIBELS and Galileo are recommended by ADE for use as a valid academic progress assessment tool. Galileo is also recommended for use with the new AzDASH system. RTI has been used in the school for 6+ years. Each year the Leadership Team reviews the data to determine the fidelity of use of the RTI program. Changes were made for implementation for this school year based on that review. The Team uses a problem solving process protocol as defined in the Processes and Procedures Master Plan to make decisions.	List documents that serve as evidence of implementation of this process: C. Galileo Assessment Blueprint D. Walk through observations E. Lesson Plans-formative assessment F. Galileo Assessment Planner G. Processes And Procedures Master Plan
3. How is the assessment system aligned to the curriculum and instructional methodology?	

Assessment creation begins with the ACCR standards. Each objective is mapped with a pacing guide to ensure instruction of all standards throughout the year. Mastery is documented according to benchmark and testing data as reflected on the Curriculum Map/Pacing Calendar. Maps show all standards not yet mastered, which guides future instruction. The data used is to inform instructional and professional decisions made throughout the course of the year and to identify proficiency levels of teachers and administrators at the end of the year.	List documents that serve as evidence of implementation of this process A. Intervention Reports B. Curriculum Map/Pacing Calendar with Standards Checklist C. Lesson Plan D. Formal Evaluation E. Walk-through Evaluations F. Assessment Planner G. Assessment Blueprint
4. What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	
Benchmark assessments are given four times per school year. Formative and summative assessments are given more frequently as needed according to by the data results. Summative assessments and Benchmark Assessements are given to track standards mastery. A new lesson plan format requires teachers to include what they are doing for Formative assessments in the classroom. Review of lesson plans and walkthrough observations are used to document teacher use of formative assessments.	List documents that serve as evidence of implementation of this process: A. Galileo Assessment Plan B. Lesson Plans with formative assessments C. Teacher Walk Through Evaluation Form (see assessment observation) D. Lesson plan requirements form H. Test monitoring Report I. Dialogue monitoring Report J. Formative Assessment Report K. Benchmark Assessment Report
Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
Using Galileo online comprehensive standards-based assessments, benchmark data, formative assessments from teacher lesson plans, pretests, and posttests the teacher and administration are provide aggregated results to guide the development of data driven instruction.	List documents that serve as evidence of implementation of this process: A. Instructional Monitoring Report B. Test Monitoring Report C. Formative Assessment Report D. Benchmark Assessment Report

The standards-based objectives are mapped into the curriculum pacing calendar. These maps include a projected timeline throughout the year to ensure all objectives have been sufficiently taught. Benchmark data, given four times per year, is used to determine standards mastery. Standards not met are addressed through Instructional Dialogs as needed.	E. Lesson Plans
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
The Standards-Based Assessment Data in the Intervention Report is used to determine mastery of each objective. By selecting objectives not yet mastered through this report, assignments/quiz options are created to remediate the deficits. The Instructional Effectiveness Tool is data driven to guide instruction. Remaining concepts not yet mastered can then be focused on throughout the year until mastery is achieved.	List documents that serve as evidence of implementation of this process: A. Curriculum Map/Pacing Guide B. Intervention Report C. Test Monitoring Report D. Benchmark Monitoring Report E. Formative Assessment Report F. Dialog Monitoring Report G. Benchmark Assessment Report
7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
Assessment information is used to guide instruction. Benchmarks, as represented on the assessment planner and pacing calendar, are customized to teach whatever objectives have not been mastered. Data results from assessments can be accessed immediately after testing. Instructional Dialogs and lesson plans are constructed using new content or existing lessons weekly until mastery is achieved within the parameters of the curriculum map/pacing calendar.	List documents that serve as evidence of implementation of this process: A. Curriculum Map/Pacing Guide B. Intervention Report C. Test Monitoring Report D. Benchmark Monitoring Report E. Formative Assessment Report F. Dialog Monitoring Report
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
8. How does the assessment system assess students with proficiency in the bottom 25%/non-proficient students to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
Encore Arts Academy uses Response to Intervention (RTI) to identify students' strengths and areas of weakness. RTI is a comprehensive system of evidence-based, tiered interventions	List documents that serve as evidence of implementation of this process: A. Galileo Intervention Group Assessment Reports

used for addressing the full range of student academic needs. The components of RTI are: *Regular progress monitoring of all students using a proven assessment system *Implementation of a three-tiered model of instruction using progress monitoring data to drive instructional decisions *Use of scientifically-based researched instruction through all tiers. Specifically, the identified bottom 25% students are identified and disaggregated into intervention groups. These students receive 30 minutes a day of instruction time in math and/or reading. Ongoing assessments are given to guide instruction needed and to monitor progress.	B. Reading Intervention Logs C. Math Intervention Logs D. Data Protocol Meetings
9. How does the assessment system assess ELLs to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
The school Met for Reading. ELL students are disaggregated and tracked in intervention groups. All teachers must accommodate assessments based on the ELL four recommendations and their designated level of English proficiency. Math vocabulary is given to ensure comprehension improves for Math computation. An online program, AAA Math, provides a highly interactive, engaging, rich content learning tool with its own embedded	List documents that serve as evidence of implementation of this process: A. Disaggregated Report for ELL Students B. ELL Accommodations/Strategies
10. How does the assessment system assess FRL-eligible students to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
Graphs at the front of this report demonstrate that the Free and Reduced Lunch (FRL) eligible students have made progress from the baseline testing in August 2014 to the CBAS 3 in March. Students are identified and progress monitored through the RTI program and in the Galileo reports. Data collected is analyzed and interpreted at weekly grade level/department meetings.	List documents that serve as evidence of implementation of this process: A. Galileo Intervention Group Reports B. Teacher Walk-through and Formal Evaluation Forms C. Lesson Plans

Data is used to evaluate the effectiveness of instructional practices and programs and to make changes to instruction (time, duration, grouping, instructor, program) Specifically, the identified FRL-eligible, receive 30 minutes a day of instruction time in math and/or reading. Ongoing assessments are given to guide instruction needed and to monitor progress.	
11. How does the assessment system assess the needs of students with disabilities to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
The school Met in this area.	

Area IV: Monitoring Instruction

Monitoring the Integration of Standards	
1. What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	
Instruction is monitored using a Galileo Curriculum Map/Pacing Calendar aligned to the ACCR standards, with an ACCR standards Checklist. Lessons plans must coordinate with the Curriculum Map/Pacing Calendar. Objectives are taught sequentially and subsequently re-taught as needed, based on formative assessments, summative assessments, and benchmark assessment data. Instructional Dialogs provide evidence-based instruction which has embedded assessments to further monitor progress. Teachers are also monitored in walkthroughs, lesson plans, and formal evaluations to ensure standards are being successfully taught and mastered. Intervention reports based on Standards Assessment Data guide the instruction. Formative and summative assessments are also used to determine instructional effectiveness.	List documents that serve as evidence of implementation of this process: A. Galileo Intervention Report B. Test Monitoring Report C. Dialog Monitoring Report D. Curriculum Map and Pacing Calendar E. Lesson Plans F. Teacher walk-throughs and formal evaluations.

As part of our ongoing review, the Leadership Team has added the following required elements to ensure ACCRS curriculum is aligned with fidelity: • The Principal must implement and verify the consistent use of the school-wide ACCRS-aligned curriculum maps across grade levels to strengthen Tier 1 instruction. • Use of a standardized lesson plan template to ensure teachers pre-plan for formative assessments and subsequent differentiated instruction that strengthen Tier 1 instruction and guide Tier 2/3 interventionists • Teachers provide and document differentiated instruction in the classroom on their weekly lesson plans.	
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
Curriculum Maps/Pacing Calendars are universally used by Instructional staff. The Maps contain ACCRS Objectives, Lesson Plan Elements, and Standards based assessment results for each objective. The Objectives are paced, by date, throughout the academic year. Folders containing the maps with AZCCR Standards, Pacing Calendars, Assessment Reports, Lesson plans containing clearly defined objectives are on each teachers' desk. Walkthroughs are scored by the Leadership Team, to ensure objectives are clearly stated on daily lesson plans, and incorporated intothe classroom instruction. Observations are evaluated and scored on the **Teacher Performance Evaluation Instrument** to determine the effectiveness of instruction for ELL, FRL, and ESL as defined in the Intervention List, and the ELL recommendation list. Instruction is monitored in accordance with the **Academic Framework for Measuring Educator Effectiveness**. Teachers are given feedback 8 times p/year through evaluations as to their strengths and	List documents that serve as evidence of implementation of this process: A. Principal Evaluations B. Principal Teacher Interventions C. Curriculum Maps/Pacing Calendars D. Lesson Plans E. Intervention List F. Galileo Test Monitoring Report G. Galileo Dialog Report H. RTI Team Data Meetings I. Leadership Team Processes and Procedures J. Employee Handbook

weaknesses. Galileo reports are monitored by the RTI Team to track the progress of each student. All approved curriculum is aligned with fidelity to the ACCRS and is monitored as stated above.	

Evaluating Instructional Practices

3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?

The Formal Evaluation is divided into four Domains: Domain 1: Planning and Preparation Domain 2: Classroom Environment Domain 3: Instruction Domain 4: Professional Development The domains are the framework for evaluating strengths and weaknesses. Monitoring is used as a tool using Galileo reports, walkthroughs, and weekly observations, in addition to the Formal Evaluation.	List documents that serve as evidence of implementation of this process: A. Legacy Summative Evaluation B. Legacy Teacher Performance Evaluation System C. Employee Handbook of Instruction (see p. 27)

Providing Analysis and Feedback to Further Develop Instructional Quality

4. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?

The feedback on strengths and weaknesses of instruction is modeled from **Enhancing Professional Practice: A Framework for Teaching** by Charlotte Danielson, and adapted for use by the schools education consultant. The four domains of this model are: 1-Planning and Preparation 2-Classroom environment 3-Instruction 4-Professional Responsibilities The first component is the summative evaluation. The four domains from the **Danielson** model, provide an overall rating based upon requirements in the Arizona Framework for Measuring Educator Effectiveness. Teacher feedback is given in accordance with the results of the summative evaluation. Observations take place 8 times p/year. Results are used to	List documents that serve as evidence of implementation of this process: A. Formal Teacher Evaluations Results and Feedback B. Walk Through Observation Form Results and Feedback C. Test Monitoring Reports D. Curriculum Map/Pacing Calendar E. Leadership Team Processes and Procedures F. Legacy Teacher Performance Evaluation System

determine professional development needs throughout the year. The following elements provide the baseline data which guides instruction: • teacher walk-throughs 8 times p/year • formal evaluations twice p/year • staff meetings and trainings weekly • teacher surveys following professional development planned and aligned to the ACCRS,following the findings from the evaluations Objectives mastered need to be completed within the scope and sequence outlined in the Curriculum Map and Pacing Calendar. Test Monitoring Reports and Instructional Dialog Reports are used as tools to assess the academic needs of students in the classroom.	
5. How does the Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	
Monthly leadership data and weekly staff meetings analyze data through benchmark, formative, and summative assessments, teacher observations, lesson plans, surveys, professional development, and completed Curriculum Map/Pacing Guides. Assessments including Benchmark, Formative, and Summative are the greatest indicator of progress. The Leadership Team has made great investments in both time and resources to ensure student assessments are sequential and comprehensive. When the data shown falls in the "does not meet category" it is left blank on the Curriculum Map/Pacing Calendar until further testing shows the standard/objective has been met. This process guides instruction so that all standards can be taught effectively. All instructional staff use the same form and all tracking is consistent throughout the school.	List documents that serve as evidence of implementation of this process: A. Weekly staff Meeting Sign-in B. Weekly staff Meeting Agenda C. Monthly Leadership Data Meeting Agenda D. Galileo Intervention Report E. Galileo Standards Mastery Report F. Galileo Formative Assessment Report G. AAA Math Logs H.
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
6. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of students with proficiency in the bottom 25%/non-proficient students?	

The bottom 25% of students are those students who are not at grade level in reading and math and will receive Tier 2 and Tier 3 interventions (based on data) as indicated by a RTI model. Students receiving Tier 2 and Tier 3 interventions will be progress monitored to check for mastery of the standards. To ensure the three-tier model is followed consistently, staff observations are done weekly by the RTI Program Coordinator during their group intervention times. Students are assessed both daily through formative and weekly through summative assessments to determine instructional needs. Assessments are designed using the objectives which have not been mastered. Galileo Assessments, along with other assessments such as AAA Math, High Frequency word lists, and Reading Advantage are tracked for progress monitoring. The RTI Team meets weekly to review data. A determination is made during these sessions if a student should be exited, based on their assessment performance. Curriculum maps and lesson plans are revised to re-teach as needed. Formative assessments determine if content has been learned.	List documents that serve as evidence of implementation of this process: A. RTI Model B. Galileo Intervention Group Reports C. Legacy PMP Reading D. Legacy PMP Math E. Teacher Walk-through Observation Reports with feedback F. Teacher Formal Evaluation Reports with feedback. G. Differentiated Instruction Form H. Differentiated Instruction Professional Development I. RTI Intervention Schedule J. AAA Math Student Logs K. Galileo Intervention Group Calendar L. Galileo Intervention Group Reports M. ELA Intervention Group Logs N. RTI Data Protocol Meetings
7. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of FRL-eligible students?	
The instruction is monitored weekly through observations, in addition to walkthroughs that are done 8 times p/year. The summative data is taken from the formal teacher evaluations which are done twice p/year. The data from these evaluations is used to determine professional development needs addressing all sub-groups including FRL-eligible students. Galileo Report findings are used to identify students who have gaps in standards mastery. Curriculum maps and lesson plans are revised to re-teach as needed. Formative assessments	Professional Development Calendar Walkthrough Evaluations Formal Evaluations Samples of Galileo Formative and Summative Assessments

determine if content has been learned. Summative assessments determine standards mastery. These reports are found within the Galileo Assessment System adopted by the Governing Board.	
8. Students with Disabilities	
The school Met in this area.	

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
The school's goal is to have an organized approach to professional development activities and programs that are designed to improve the individual's professional skills. This will help the school when planning development activities, and is especially useful when discussing the year's development goals during the performance management process. The school believes that professional learning is a planned and organized processes that actively engages educators in cycles of continuous improvement guided by the use of data and active inquiry around real-life problems and instructional practices. The primary purpose of professional learning is improvement in one's job performance; thus, the content of the learning for teachers and support staff is around the content knowledge, skills, and dispositions they need to help students perform at high levels. Professional learning is typically collaborative and is embedded in educators' daily work throughout the school year. Professional learning is aligned with educators' professional goals as well as with school and district improvement goals and priorities. Professional learning is sustained through	List documents that serve as evidence of implementation of this process: A. 2015 Professional Development Plan B. Professional Development Planning Tool C. Leadership Team Procedures and Processes D. Teacher Surveys E. Galileo Assessment Reports F. Professional Development Surveys

follow-up, feedback, and reflection to support transfer of that learning to the classrooms.	
2. How was the professional development plan developed?	
The Professional Development Planning Tool was introduced last summer by the Charter Holder. With a new school Principal, the new plan was not fully utilized. It is expected that beginning this May the school will be able to fully utilize the planning tool as follows: Using the Professional Development Planning Tool as a guide, the school begins in May to organize all documentation that may reflect PD effectiveness. These documents include, but may not be limited to, Formal Evaluations, Walkthroughs, Student and Parent Surveys, Teacher needs surveys,Galileo data, DIBELS data (for KG) AZELLA data, lesson plans and report cards. In June the Leadership Team uses the above data and adds to the summative data from AIMS, now AzMerit. The team then compares the resulting data with previous years' data to determine areas of growth or improvement. The team also determines the effectiveness of the SIP along with the PD Plan. Findings are used to develop a preliminary plan for the upcoming school year. Once the teachers return from summer break, they, along with the leadership team, develop professional development goals for the school year, making sure the goals align with school goals and are measurable. Teachers are also required to submit their personal professional development goal for the year. Progress toward this personal goal will be tracked quarterly during the school year. The plan may, and has been, revised during the school year based on the ongoing review of classroom observation data and student achievement data.	

3. How is the professional development plan aligned with instructional staff learning needs?	
Based on the need to improve Math academic achievement, the school began a series of Instructional staff trainings began in October 2014 to improve the use of and knowledge of online tools using the Galileo system. These include: • Galileo Interventions utilizing Dialogs to reteach standards. Implementation has been monitored during daily computer lab instruction. • Alignment of Math and Reading classroom instruction to meet the learning goals and maintain academic growth • Results from teacher needs surveys	A. Computer Lab Calendar B. Teacher Professional Development Calendar C. Professional Development Surveys D. Lesson Plans
4. How does this professional development plan address areas of high importance?	
Based on the summative AIMS test results, the following goals were identified as areas of importance to meet the academic achievement goals, targeting Math, for the 2015 school year. **Professional Development Recommendations for 2015:** · Implementation of fidelity check-lists at tier one instruction. · Math fact fluency activities for all 1st-6th students that build operational fluency. This is equally important at both primary and intermediate grade levels and should be offered to Middle School students who require this intervention. · A focus on fractions in 5th and 6th grades. Because this concept is offered for mastery at such an early age, concrete materials should be utilized until students display mastery. · Concrete activities at all grade levels that provide a firm grounding in number sense. A firm grounding in Number Sense is as critical to Math instruction at all grade levels as Phonemic Awareness and Phonics are to Reading and Literacy. · Establish Math Learning Community Meetings to increase math content knowledge of	List documents that serve as evidence of implementation of this process: A. Curriculum Map/Pacing Calendar B. Galileo Assessment Reports C. Teacher Surveys

teachers in identified areas. This can also be done on a grade band level (K-2, 3-5, and 6-8th) to reflect content in the new Math standards.	
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
The high quality implementation of the professional development strategies are observed through walkthroughs and formal evaluations completed by the Leadership Team. Teachers receive feedback from the evaluations and follow-up evaluations demonstrate if necessary improvements were made. Through the Galileo Standards-based planning tools, only relevant ACCRS objectives are used during instruction. The standards are mapped throughout the learning cycle using the Curriculum Map/Pacing Guide, and aligned with Core Knowledge. The monthly areas of emphasis are observed through walkthroughs or in lesson plans. Teachers have a planning time in their daily schedules (Master Schedule) as well as 3 hours of common planning time during Friday's early release.	List documents that serve as evidence of implementation of this process: A. Teacher Observations and Formal Evaluations B. Curriculum Map/Pacing Guide C. Galileo Intervention Reports
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
The school has common planning time at least once each week. The school has early release on Fridays for teachers to have planning and professional development time. Computer Lab available to all classes with necessary software and licenses.	List documents that serve as evidence of implementation of this process: A. Computer Lab Schedule B. Class Planning Calendar C. Lesson Plans D. Teacher Observations and Formal Evaluations E. Galileo Assessment Reports
Monitoring Implementation	

7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
The best indicator of the implementation of the professional development strategies are the Galileo formative testing results. Review of this data with the teacher allows for quick readjustments to the classroom instruction. Benchmark data is also a valid indicator of a teacher's effectiveness with the PD strategies they have been taught. Weekly observations, walkthrough evaluations and formal evaluations are used to monitor implementation of the PD strategies.	List documents that serve as evidence of implementation of this process: A. Galileo Assessment Reports B. Teacher Observations and Formal Evaluations C. Lesson Plans D. Curriculum Map/Pacing Guide E. Professional Development Calendar F. Professional Development Teacher Surveys
8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
Weekly observations, walkthrough evaluations and formal evaluations are used to monitor implementation of the PD strategies. The school has a Discipline and Due Process plan that is outlined in the employee handbook. This plan is a progressive discipline procedure that may result in dismissal if a teacher does not make the required changes. (*Discipline and Due Process p. 25 in Employee Handbook)* A teacher that refuses to adhere to the requirements of professional development implementation are subject to this process.	List documents that serve as evidence of implementation of this process:
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
9. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of students with proficiency in the bottom 25%/non-proficient students?	
The School Met in Reading in this subgroup. The data is presented to the teacher with the students identified as falling into this category. Differentiation of instruction is noted in the teacher's lesson plan.	List documents that serve as evidence of implementation of this process: A. Galileo intervention groups reports

Coordination of the teacher with the RTI HQ paraprofessionals on strategies they are using in their interventions with these students. Teachers are required to follow the intervention schedule to ensure these students are receiving the instruction they require to demonstrate academic growth.	
10. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of ELLs?	
The school Met in Reading for this subgroup. The data is presented to the teacher with the students identified as falling into this category. Differentiation of instruction is noted in the teacher's lesson plan. Coordination of the teacher with the RTI HQ paraprofessionals on strategies they are using in their interventions with these students. Teachers are required to follow the intervention schedule to ensure these students are receiving the instruction they require to demonstrate academic growth.	Data graph showing ELL growth in this subgroup
11. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of FRL-eligible students?	
The data is presented to the teacher with the students identified as falling into this category. Differentiation of instruction is noted in the teacher's lesson plan. Coordination of the teacher with the RTI HQ paraprofessionals on strategies they are using in their interventions with these students. Teachers are required to follow the intervention schedule to ensure these students are receiving the instruction they require to demonstrate academic growth.	Data graph showing FRL academic growth A. FRL Galileo Intervention Reports B. Lesson Plan Differentiation Notes

12. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of students with disabilities?	
The school Met in this area.	