Renewal Application Narrative
Mexicayotl Academy
Nogales, Arizona

When Mexicayotl Academy started 14 years ago, it was and continues to be a commitment to a superior academic education for students that live in the border community of Nogales, Arizona. This border community is unique from other community along the Arizona – Mexico border. Nogales, Arizona with a population of 25,000 is next to Nogales, Sonora Mexico with a population reaching 800,000 which were drawn here due to the creation of global economics. Historically the community started with the railroad that was to connect economic development between two countries. The result on the US side of the border has been to create movement through the community or a transient nature supportED by a small stable population. It is a small rural community with a transient mentality. This mentality then supports looking to integrate with traditional established institutions and a transient population that leaves. This way of thinking and acting directly affects the education choices of the members of our community. Recent trends in economics and other political factors such as immigration have also supported the transient nature of the Nogales population with families moving out and into the community. Both tend to use whatever means to achieve their end. The ethnic make-up of the community remains at 97% Hispanic with the remaining percentage Anglo and Asian residents.

These twin cities on Arizona-Sonora border provide unique challenges and opportunities. Nogales is a free enterprise zone that traditionally has higher degree of low economic factors impacting the community as compared to other parts of the state. Contrary to beliefs held in other parts of the state, Nogales is a very safe community with a very low degree of violent crimes and minimal impact of factors that affect youth witnessed in other predominantly low income minority areas of the major metropolitan areas of the state. We have a population base of 25,000 residents that increases on a daily basis to an estimated 75,000 as residents from Nogales, Sonora Mexico cross the border, with a majority crossing to support the retail trade in Nogales, Arizona. This influx creates a cultural situation that is unique to this border area and one that impacts the community and therefore the education dynamics of our and other schools. The use of a second language, Spanish is used at the same level as English for any and all transactions on the Arizona side of the border. The ultimate result of this dynamic is a double edged sword in that we have a strong bilingual atmosphere where a second language, Spanish, is valued because of its use. The linguistic characteristics present themselves in a large bi-lingual population that can speak both languages but we do not have a large bi-literate population. Of those that are monolingual the overwhelming majority are Spanish dominant. This creates a hegemony for the acquisition of the English language. It has been and will continue to be a characteristic of immigrant populations here in this community and nationwide. The 97% Hispanic make-up of the population provides another interesting situation where a minority group is actually the majority in this community. As a direct result, the residents of Nogales actually live both cultures, that of a dominant culture and that of the minority population. Residents, and therefore students, continuously live within their heritage culture. These realities have been the foundation for creating an education model that would specifically and directly serve the needs of our border community. It was and is the goal of Mexicayotl Academy to view these realities as strengths and build a quality high academic choice for the residents of ambos Nogales.

Mexicayotl Academy was started 14 years ago by two teachers at the beginning of the Charter School movement to provide a choice for the Nogales border community. In terms of demographics our K-8 school consistently reflects the community in many aspects of the above community description. Starting with a 99% Hispanic students population. The student body is 90% free and reduced lunch and about 80% are classified ELL schoolwide.

What does the school look like?

INSTRUCTIONAL MODELS

- Combination grade structure: Based on research by Maria Montessori, that supports that learning is more age specific, with ranges in ages, than grade specific.
    - We currently combine the following grades into instructional sections.
        - Kinder
        - 1st and 2nd grade is Level I
        - 3rd and 4th grade is Level II
        - 5th and 6th grade is Level III
        - 7th and 8th (middle school) is Level IV

    - Team teaching occurs with some leveled instruction being provided. Currently in Math for Levels I and II and III where students are placed based on math competency.

- Bilingual – Research based dual language program (Jim Cummins): Goal of excellence in bilingualism and biliteracy education through programs, professional development, and advocacy that value native language, respect cultural and linguistic diversity, and lead to academic success.
    - Our students' oral language ability is broken down into three language abilities, monolingual Spanish, bilingual, monolingual English. In the lower elementary we are instructing a group where 80% have a home language that is Spanish dominant. The remaining 20% have their literacy instruction in English.
    - Our students are taught math in English because it is manipulative based.
    - Students are given literacy instruction in their home/dominant language with English Language and Spanish language models/teachers.
        - Goal is to reach 3rd grade literacy in either language and switch to L2 but maintain L1.
        - 5th grade work at grade level in two languages
- Learning through application.
    - Instruction through use of manipulatives; Montessori methodology
    - Expeditionary, learning through "out of classroom" explorations.

Conclusion: It was too difficult to create curriculum maps based on standards with so many approaches to learning that were being incorporated at Mexicayotl. Goal is to simplify.

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1.The school's efforts for the previous five years to provide and implement a [mathematics or reading] curriculum that improves student achievement. (Ex: Curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams)

Math curriculum for grades K-5 was established using Montessori as our instructional model, as we felt that students would gain the skills and knowledge needed along with other skills of how to learn that would support other instructional goals of the school.
The needs assessment that was developed as a result of our only 'underperforming' label in 2006 guided us to make a more direct alignment and therefore curriculum changes which incorporated the state education standards in both academic core subjects.
Previous structure based on competency of K-5 staff was Math instruction using the Montessori methodology and a curriculum from the Albanessi institute in Texas. As a result of this work a process

and work by Montessori made Manageble which aligned the Arizona state standards to Montessori presentations we established a direct correlation with the state math standards and what we are teaching in the classroom.

- Alignment of Montessori to standards

3-6 Correlation of Montessori with Arizona Academic Standards

Math

Numeration	date of instruction
AZ.1M Number Sense and Operations Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.	
AZ.3M Patterns, Algebra, and Functions: Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.	
AZ.1SC. Inquiry Process – Inquiry Process establishes the basis for students' learning in science. Student use scientific processes: question, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, and communicating results.	
AZ.5SC. Physical Science – Physical Science affords students the opportunity to increase their understanding of the characteristics of objects and materials they encounter daily. Students gain an understanding of the nature of matter and energy, including their forms, the changes they undergo, and their interactions. By studying objects and the forces that act upon them, students develop an understanding of the fundamental laws of motion, knowledge of the various ways energy is stored in a system, and the processes by which energy is transferred between systems and surroundings.	
Number Rods & Cards **AZ.1M-Concept 1 - Number Sense -** Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems. **AZ.1M-K.1.PO 4.** Identify whole numbers through 20 in or out of order. **AZ.3M-Concept 1 - Patterns** - Identify patterns and applies pattern recognition to reason mathematically. **AZ.3M-K.1.PO 1.** Communicate orally a grade level appropriate pattern. **AZ.3M-K.1.PO 2.** Extend simple repetitive patterns using manipulatives. **AZ.3M-K.1.PO 3.** Create grade level appropriate patterns.	✓
Sandpaper Numbers **AZ.1M-Concept 1 - Number Sense -** Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems. **AZ.1M-K.1.PO 2.** Identify orally a whole number represented by a model with a word name and symbol 0 through 20. (Say 3 and write number 3 when presented with three objects.) **AZ.1M-K.1.PO 4.** Identify whole numbers through 20 in or out of order. **AZ.1M-K.1.PO 5.** Write whole numbers through 20 in or out of order.	✓ ✓
Ordinals/Cardinals/Number Words **AZ.1M-Concept 1 – Number Sense –** Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems. **AZ.1M-K.1.PO 2.** Identify orally a whole number represented by a model with a word name and symbol 0 through 20. (Say 3 and write number 3 when presented with three objects.) **AZ.1M-K.1.PO 4.** Identify whole numbers through 20 in or out of order. **AZ.1M-K.1.PO 8.** Recognize the ordinal numbers through fifth. (i.e., first, second, third, etc.) **AZ.1M-K.1.PO 9.** Order three or more whole numbers through 20 (least to greatest or greatest to least).	✓ ✓

Curriculum decisions for math instruction 6th though 8th saw us using Buckle Down books as our

instructional guides. Lessons were developed from these units where we also incorporated ADE blueprints and AIMS sample exams. It was a teacher created eclectic program that used our pacing guides to provide instruction. As a result of declining math achievement with the loss of teachers Mexicayotl implemented Saxon Math for the 2012 school year.

As for language arts, based on J. Cummin's work, a decision was made early on that Mexicayotl Academy would use the language dynamics of the community as an asset as opposed to a deficiency and therefore has had a Dual Language bilingual model as the research based model to guide literacy development and therefore the reading program. We received training from U of A professors, and its department of education teacher training, on the implementation of a literacy program referred to as Interactive Balanced Literacy. With this process in place by 2007 we created pacing guides that were directly aligned to the state standards and the blueprint information obtained from ADE.

Example : Pacing Guide Development

Mexicayotl Academy Curriculum Pacing Guide

Grade/Course: Math **Grading Period: Second Quarter (Oct. 16-Dec.19)**

Time Frame	Topic of Study	Po#	Strand/ Concept	Resources	Assessments
	Addition				
2 weeks Oct.16-27	* Demonstrate the process of addition through two 3-digit whole numbers, using manipulatives	1	1,2	addition strip board, beads addition flash cards,	homework, daily work, end of unit test
	* State addition facts	3	1,2	addition board, seguin	
	* Add one and two digit whole numbers with regrouping	4	1,2	board, mont. extension	
	* Add 3 one or two digit addends	6	1,2	sheets, 2nd grade addition	
	* Addition word problems	7	1,2	kit, edhelper, Buckle Down	
	Subtraction				
2 weeks Oct.30-Nov.9	* Demonstrate the process of subtraction using manipulatives with 2-digit whole numbers.	2	1,2	subtraction board, stamp game, subtraction flash	homework, daily work, end of unit test
	* State subtraction facts	3	1,2	cards, beads, mont.	
	* Subtract one and two digit whole numbers with regrouping	5	1,2	extension sheets, 2nd gr subtraction kit, edhelper	
	* Subtraction word problem	7	1,2	Buckle Down	
	* Solve word problems using addition and subtraction of two 2-digit numbers with regrouping and two 3-digit numbers w/out regrouping	8	1,2	2nd grade word problems kit	
	Multiplication				
1 week Nov. 13-17	* Count by multiples of 2			Bead Chain, Checkerboard,	Homework, daily work, Enlaces, end of unit test
	* Count by multiples of 3	9	1,2	stamp game, beads,	
	* State Multiplication facts: 2's 3's 5's 10's	10	1,2	multiplication flash cards, multiplication green bead board, Enlaces, Edhelper Buckle Down	

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Mexicayotl Academy Curriculum Pacing Guide

Grade/Course: Math

Grading Period: Second Quarter (Oct. 16-Dec.19)

Time Frame	Topic of Study	Po#	Strand/ Concept	Resources	Assessments
3 days Nov. 20-22	***Fractions*** * Demonstrate addition of fractions with like denominators (halves and fourths) using models * Demonstrate subtraction of fractions with like denominators (halves and fourths) using models	15 16	1,2 1,2	Fractions circles, Fraction insets, montessori ext. sheets, edhelper, Buckle Down	homework, daily work, end of unit test
1 week Nov.27-Dec.1	***Measurement*** * estimate the measurement of an object using U.S. customary std and non std units of measurement. * compare an estimate to the actual measure * Evaluate the reasonableness of an estimate	2 3 4	1,3 1,3 1,3	Montessori Measurement Materials (pictures with labels for estimating), Capacity/Volume bin, Buckle Down, Edhelper Betcha by Murphy	"Scavenger Hunt" Students will measure materials in the classroom using a ruler and yardstick and masure volume/ capacity using measuring cups
2 weeks Dec.4-15	***Graphs*** * formulate questions to collect data in contextual situations * make a simple pictograph or tally chart with appropriate labels from organized data. * interpret pictographs using terms such as most, least, equal, more than, less than, greatest * answer questions about a pictograph using terms such as most, least, equal, more than, less than and greatest * formulate questions based on graphs, charts and tables * solve problems using graphs, charts and tables	1 2 3 4 5 6	2,1 2,1 2,1 2,1 2,1 2,1	Buckle Down, Edhelper. Montessori Ext. Sheets Lemonade for Sale by Murphy, More M&M's Math by McGrath	homework, daily work, end of unit test

* Cumulative Final Test for 2nd Quarter: December 18 and 19

Mexicayotl Academy Curriculum Pacing Guide

Grade/Course 8th Grade Math **Grading Period** 2nd Quarter 2006-2007

Time Frame	Topic of Study	PO #	Strand/ Concept	Resources	Assessments
10/16/06 – 12/18/06	Coordinate Grid, Graphing Linear Equations, Slope, Midpoint, Distance, Transversal Relationships, 2D Figures, 3D Solids, Congruency, Similarity, Scale factors, Pythagorean Theorem, Transformations, Area, Surface Area, Volume	1-12, 1-7, 1-2, 1	S2 C1-4	Visual Brainstorms Buckle Down Supplemental Get It Together United We Solve	Coordinate Geoemetry Principles of Geometry Geometric Concepts Geometric Measurement
	Measures of Central Tendency, Box and Whisker Plots, Circle Graphs, Scatter Plots, Double Line Graphs, Vertex Edge Graphs, Theoretical and Experimental Probability	1-10, 1-2, 1-3, 1-7	S4 C1-4	Tic-Tac-Toe Math Glencoe Mathematics Probability Kit (Learning Resources)	Statistics and Data Analysis Probability and Data Analysis
	Algorithmic Thinking, Flow Charts, Order of Operations, Logic and Deductive Reasoning	1-2, 1-4	S5 C1-2		Algorithmic Thinking Logic and Reasoning Final Exam

We have continued the use of our balanced literacy approach making sure that instruction is tied to the standards. Our dual language model uses this approach for instruction from K-3 in the child's dominant or native language, with transfer coming when established/ grade level competencies are achieved based on the Developmental Reading Assessment (DRA2) by Joetta M. Beaver and Mark A. Carter Phd. This dual language model requires a commitment of 5 years in order to reach grade level literacy in two languages. As a result, we had to expect low English reading scores in 3rd and 4th grade, for those students making the transition from Spanish to English. There is an English Language Development component for native Spanish speakers, but the language gains are not built into this model.

Support for both Math and Reading have been provided through the use of the Read Right intervention program, a supplemental pull- out tutoring program, and by Accelerated Reading and Math, a web based program that students and teachers use as supplemental support.

2. The school's efforts for the previous five years to develop and implement a plan for monitoring the integration of the Arizona Academic Standards into [mathematics or reading] instruction. (Ex: Lesson plan review, formal teacher evaluations, informal classroom observations, checklists, data review teams)

It was at the end of 2007 that the staff formally sat down to work on curriculum maps that were directly tied to the state standards. These maps were to allow us to also develop the pacing guides

that would allow us to guide instruction. A three day staff in-service at the end of the school year and that continued in June, provided the opportunity to create our teaching calendar so that teachers could plan and implement during the 2007 – 2008 school year. Pacing guides were developed in Language Arts around our 'Balanced Literacy' instructional model for K-8. The math guides were structured using the state standards and the alignment with Montessori instruction.

Sample of staff meeting agenda
May 29, 2007
Agenda Staff In-service

A. Review Task of establishing Curriculum Maps for each level
B. Establish maps
C. Review maps and outline process to create Pacing Guide

Staff Attending
Level I:
Bobby Contrerras, Gloria Pliego, Delia Suarez
Level II:
Maria Ligeralde, Juanita Ocano
Level III
Linda Racine, Letty Mada
Level IV:
Veronika Garcia, Ismari Garcia, Paztel Mireles
Mentor:
Luz Mendez _____

Main conclusion:
Starting in 2007 and 2008 school years, lesson plans were required and provided as part of an informal process. Due to the lack of time of the only administrator, there was not a coordinated, effective process in place to follow-up the use of lesson plans for monitoring and supporting the teaching in each level. Mexicayotl then joined the Professional Development Learning Academy (PDLA) which supported our efforts to link classroom instruction with the integration of learning targets set up by goals, objectives, pacing guides and standards established in 2007.
With the start of the 2008 – 2009 school year, Mexicayotl added another administrative position. The new Mentor/Principal was to assume the responsibilities of instructional leader in order to create the needed support for teachers in direct relation to formal lesson plans, their implementation, and their fidelity with the established pacing guides. The support that was created was a position that more closely resembled the emerging importance of institutional mentors. A lesson plan template was provided as just that, a template that could be adapted by the teacher in conjunction with the administrative mentor to meet the specific needs of the classroom.

Mexicayotl Academy

Teacher: Level:

Class/Lesson/Component: Dates (from-to):

Standards/Concepts/PO's:	**Relevant Questions** (and Higher Order Thinking questions)**:**
Content Objectives: **Language Objectives:**	**Key Vocabulary:**

Levels of Thinking	**Student Engagement (Essential 9)**	**Resources/Teaching Aids:**
_____ **Knowledge** *(Kids)* _____ **Comprehension** *(Can)* _____ **Application** *(Achieve)* _____ **Analysis** *(Academic)* _____ **Synthesis** *(Success)* _____ **Evaluation** *(Every day)*	_____ **Setting Objectives** _____ **Generating and testing hypotheses** _____ **Nonlinguistic representations, Graphic Organizers** _____ **Cooperative learning** _____ **Cues, questions** _____ **Comparing/Contrasting** _____ **Summarizing/Note taking** _____ **Reinforcing effort/ recognition** _____ **Homework and practice** _____ **Giving feedback** _____ **Reflection (Student & Teacher)**	

Procedure/Activities (include background, teacher modeling, student application)**:**

Evaluation/Assessment

Formative:

Summative:

Homework:

Interdisciplinary Connections:

_____

Teacher's Signature

_____

Principal's Signature

In 2008, it was as a direct result of the involvement with PDLA that our group mentor, Mr. Jeff Lavender from Casa Grande School District, introduced us to and provided direct instruction on the use of his teacher evaluation tool. In the 2008-09 school year, we formally adopted the observation instrument based on Marzanno and the research of others, that is used in the Teach for Success model.

2008-2009

Mexicayotl PLAN T4S Classroom Observation Instrument

Classroom: _____ Start Time: _____ End Time: _____ Date: _____ Observer: _____

(O = Observed N = Not Observed)

O	N	**Teacher Techniques to Engage and Support All Students in Learning**
		Facilitation of Student Collaboration (Must be at the apply, analyze, evaluate or create levels of cognition.)
		Teacher-led Instruction in a Whole Group Setting
		Teacher-led Instruction in a Small Group Setting
		Student Seatwork or Stations/Centers with Teacher Engaged
		Student Seatwork or Stations/Centers with Teacher Disengaged
		Total Disengagement

O	N	**Student Engagement**
		The teacher demonstrates all of the following attributes: ____Elicits (directs) students to be engaged in the academic learning ____Elicits (directs) 85 percent or more of the students to participate in the academic learning at the same time ____Makes student engagement mandatory by ensuring that 85 percent or more of the students are engaged throughout the academic learning

O	N	**Selected Student Engagement Techniques**	
		Check the following techniques observed:	
		_____ Identifying Similarities or Differences	_____ Summarizing
		_____ Note Taking	_____ Nonlinguistic Representation
		_____ Advance Organizer	

Cognitive Level of Questions and Activities			
Remember	Understand	Apply	Analyze – Evaluate - Create

O	N	**Instructional Practices to Support All Learners**
		Selected Standards or Objectives Communicated to All Students
		Learning Made Relevant
		Key Vocabulary Emphasized
		Instructional Scaffolding to Assist and Support Student Understanding
		Verbal Scaffolding to Assist and Support Student Use of Academic Language
		Student Interactions or Discussions Related to the Learning
		Specific and Immediate Feedback to Students
		Teacher Actions Are Related to Standards or Objectives

O	N	**Assessment Practices**
		Summative Assessment
		Formative Assessment to Determine Instructional Needs of All Students
		Monitoring and Making Individual or Collective Adjustments

O	N	**Learning Environment**
		Fosters a Climate of Fairness, Caring, and Respect

		Maintains Standards for Behavior, Routines, and Transitions
		Reinforces Effort of Students or Provides Recognition
		Establishes a Literacy-Rich Environment
		Instructional Time Maximized

Comments:

Displayed Standard or Objective:

_____

Time:	Teacher	Students	S E
			E
			E 85+
			M 85+
Time:			E
			E 85+
			M 85+
Time:			E
			E 85+
			M 85+
Time:			E

			E 85+
			M 85+
LRE:	___ Books displayed/available ___ Current vocabulary displayed ___ Concept displayed	___ Information on writing displayed ___ Student work (writing) displayed ___ Students have materials for learning	**Determining 85%** 44-38 ≤ 6 37-31 ≤ 5 30-24 ≤ 4 23-17 ≤ 3 16-10 ≤ 2 9-3 ≤ 1

Review of data was performed by the director and shared with staff for direct analysis and interpretation. The main use of data was limited to AIMS results provided by ADE. Both math and reading outcomes were analyzed by grade (usually only one teacher to each grade). The analysis and outcomes were used to look at what strands the students in each grade were performing at the lowest level. This was always a summative analysis that could not lead to intervention as a preventative process.

3. The school's efforts for the previous five years to develop and implement a plan for monitoring and documenting student proficiency in [mathematics or reading]. (Ex: Formative and summative assessments, common/benchmark assessments, articulated assessment plan, data review teams)

- Our main use of data were the summative results of the AIMS tests which were evaluated yearly and were an integral part of our pre-service agenda. There were two PD sessions per year one for reading and one for math, plus the pre-service and end of year in-service to look at the status of students at that point in time. Each grade was evaluated in relation to the state target for passing during the previous year and projected gains needed for current year ADE targets in both math and reading. Starting in the 2009-2010 school year, with a student by student analysis, the data review included A. needs for AYP based on 3 yr. averages, B. 3 tiers of students: (1) Meet or Exceeds AIMS (2) how many current students could meet AIMS that year, and bubble kids (those that were 10% above or below the state percentile in order to meet AIMS the previous year, (3) Students that are low Approaches and those that Fall Far Below.

We did not have benchmark assessments directly linked to the state standards until 2010 with the Star Math and Star Reading evaluations. Math results were looked at quarterly to see if student by student growth was evident. On a quarterly basis, DRA results were used to measure progress in reading by advancement of levels which indicated student growth. These were linked to the predetermined list of students by tiers to measure the success of teacher's classroom and tutoring interventions. Most of the measures of learning were done in the classroom with teacher made tests. There was no planning to group students

by level of instruction or to develop intervention strategies.

4. The school's efforts for the previous five years to develop and implement a professional development plan that supports effective implementation of a [mathematics or reading] curriculum. (Ex: Articulated plan, literacy or math coach support, external consultant training, data review teams)

In 2007-2008 Mexicayotl was awarded an AZTEP Arizona Teacher Excellence Program grant which had as a primary objective the support to create a school team that was trained in the creation and support of a quality professional development component for the school. As a result, we became participants of the Professional Development Learning Academy, PDLA. One main goal was to create a PD plan using the strategies and template, which produced the following plan for 2008-09

PD Planning Guide Templates

Step 1 – Form Planning Team

1.1 Select Team Members

How will teachers, paraprofessionals, parents, principals, and others collaborate to write the plan? List the members of the PD planning team.

Name	School / District / County	Position	Interests / Strengths
Verónika Garcia	Mexicayotl Academy	Coordinator Level III	Educational Reform
Maria Ligeralde	Mexicayotl Academy	Level I	Early Elementary specialist
Luz Mendez	Mexicayotl Academy	Mentor	Curriculum
Balty Garcia	Mexicayotl Academy	Team Leader	Dual Language
Ismari Garcia	Mexicayotl Academy	Technology coordinator	Technology

1.2 Determine Roles and Duties

List leadership roles, who is assigned to the role and their responsibilities.

	Role	Team Member Name	Responsibilities
Who will lead the process, set the agenda, collect materials, and prepare for the next meeting? Who will create the standard agenda format? Who will facilitate meetings to ensure that agenda items are covered within time limits? Who will record progress and keep group history? Who will communicate the progress to others?	Leader	Balty Garcia	Create agenda, collect materials, run the meeting
	Time Keeper	Luz Mendez,	Keep meeting to agenda time limits. Support implementation of decisions
	Recorder	Verónika García	Record meeting decisions, directions, progress
	Facilitator	María Ligeralde	Meetings reminder, facilitate meetings
	Member	Ismari Garcia	**Inform stakeholders**

1.3 Determine the Process	
How often will you meet, what will the length of meetings be, and who will schedule meetings, develop agendas, and notify participants?	Meet one day each week for one hour and as needed to complete tasks
How will decisions be made–by command, consultation with others, vote, or consensus? How will disputes be resolved? What is the power of the decisions—binding or recommendation to others?	Consensus Decisions are recommendations presented to staff. They become binding: 1. Majority vote of staff, 2. based on needs where PDLA team must decide or administration must decide.

1.4 Include Other Stakeholders

	Individual / Group	Involvement	Communication with Stakeholders
What other individuals or groups will have input into the design process through surveys, focus groups, review of drafts, etc? Identify how each individual or group will be involved. How will the group communicate with these stakeholders?	Teachers	Review drafts/ surveys/vote when needed for final approval	
	Trainers/consultants	Review / question / discussion/ provide expertise	
	Parents	Review/ comment	
	Board	Participate in development when possible, review and final approval especially of expenditures	

	Individual / Group	Involvement
Who has the authority to approve the final professional development plan at the local level? How will this person or group be involved in the process of developing the plan?	Steps: 1-PDLA team 2. Staff 3. Board of directors	Staff will get timely updates as necessary and a voice in planning process with input, evaluations, reflections as a continued process of their PD. 3. Final approval by Board

	Individual / Group	Progress Update	Responsible Person
Who will the PD team keep informed of its design decisions and progress?	Staff	Quarterly staff meetings	Balty
	Office	Quarterly office meetings	Balty
	Board	Monthly board meetings	Balty
	Parents	Monthly if needed through newsletter	Office staff and recorder

2.1 Review previously established intentions

- Collect relevant mission and vision statements.
- Using the documents collected, circle the words or phrases that represent key components or commitments. Write them in the first column below.
- Verify that you are accomplishing your commitments by writing the evidence that you have relevant to each aspect of your mission.
- Write the evidence that you need in order to determine whether you have met your commitments. Determine if any additional evidence is needed in order to verify student results and add that to the "Evidence We Need" column.
- Determine if changes need to be made in the mission, vision. and goal statements. Indicate whether you will retain the existing mission or goals, revise them, or abandon them.

What We Say	Evidence We Have	Evidence We Need	Retain, Revise, or Abandon
Identity	4 annual cultural events; subject matter, Community affiliates	Outline of how it is embedded in curriculum Direct identification in lesson plan goals/objectives	Revise
Critical thinking	Montessori / Geometric organization /Project-Outcomes thematic units	Our students ability to question and process information. Portfolios and assessment 'of' and 'for'	Revise
Applied learning	Montessori / Outdoor learning / project based learning	Ability to demonstrate their knowledge through application (real life)	Revise
Interculturalism	Community affiliations subject matter 4 cultural events	When they are reading the word they are actually reading the world	Revise
High academics *	Program models: Balanced literacy, writers workshop, thematic teaching	Curriculum maps	Revise
Dual Language *	Partial program in place	Complete research based program written and implemented	Revise

Review previously established initiatives and related interventions

- List existing initiatives and their related interventions. Write them in the first two columns below.
- Verify you are accomplishing your commitments and that they are having the intended impact by writing the evidence that you have relevant to each initiative/intervention.
- Write the evidence that you need in order to determine whether you have met your commitments. Determine if any additional evidence is needed in order to verify student results and add that to the "Evidence We Need" column.
- Determine if changes need to be made in the initiatives and associated interventions. Indicate whether you will retain the existing initiatives and interventions, revise them, or abandon them

Initiatives	Interventions	Evidence We Have	Evidence We Need	Retain, Revise or Abandon
High Academics	Curriculum maps and Standards based teaching	3 Quarters 06/07 teaching to power standards	AIMS results	Revise or extend to develop the curriculum maps

		Thematic units		
Dual Language	Trainers in GLAD	Initial program model	Written model with strategies to implement	Retain

2.2 Collect and analyze student data

What data do we have to inform us?	What is being measured?	Which students are involved?	How did subpopulations perform?	What areas are at or above expectations?	What areas are below expectations?	What patterns do we see in the data?	What are areas for improvement?
Achievement – based on identified student needs (assessment of learning) AIMS and Terra Nova	Summative grade level proficiency in Reading, Math, and Writing.	Grade 3-8 Terra Nova grade 2	100% Hispanic student population	• Elments of literature • Properties and transformations in math • Writing – Voice	• Writing is word choice • Math is number sense • Reading is persuasive tests	Limited English affects student test scores, desagregated data indicates this	Changes yearly. • Writing is word choice • Math is number sense • Reading is persuasive tests English language acquisition and Reading
Interim – based on identified student needs assessment for learning a. Scantron and b. Running records c. Writing samples by portfolio Dibles k-1	a. Grade level competency in Reading, writing and math b. Reading fluency and comprehension by reading level c. Individual writing process development	All K-8	100% Hispanic student population	a. Scantron: Reading: Vocablary Math: algebra b. Reading running records: comprehension Writing: ideas and content and voice	a. Scantron: Reading – non-fiction Math – measurement b. Running records: fluency c. Writing samples – word choice and conventions	• Have just established baseline data • Successful in transitioning students into English when fluent in Spanish	a. Reading – Vocabulary b. Math – Number sense c. Writing sample – word choice

Teacher assessment 'for' learning Montessori, GLAD, Unit Assessments Projects, Portfolios pieces,,observations , analysis of student work	Concept mastery of math and language arts Specific language and content development Application Mastery of skills and knowledge	K-8	100% Hispanic student population	Direct correlation with AIMS results	Direct correlation with AIMS results	Stuck in knowledge can't make leap to application.	Application
Language LAS and AZELA test and APRENDA	a. English and Spanish language proficiency and oral development b. summative grade level proficiency in reading, writing and math in Spanish	K-8	100% Hispanic student population	Oral language development	Literacy at grade level in Spanish for 50% of monolingual Spanish speakers	Students literate in L1 will be able to transfer these to L2	Grade level literacy in L1
Perception Parent and student surveys	School image, quality and academic status	K-8 and parents	100% Hispanic student population	In the affective domain especially school culture and environment	Consistency in schedules and programs	School is a transition for many and not a true choice	Traditional co-curricular.

2.3 Determine student achievement priorities

Summarize the student achievement needs identified. What are the patterns you see across the data? What items stand out as being particularly troublesome?	Summative data indicates Reading, Math and Writing (in that order) as the areas in standards based instruction THAT NEED ATTENTION. These areas need to be addressed, in order, to get our population to make the gains to approach and get to grade level. We consistently see that achievement is directly tied to problems of second language development.	
Which areas for improvement have the potential to leverage the greatest increase in student achievement?	• Reading Lower grades: Vocabulary and persuasive texts Upper grades: Functional texts and Persuasive texts • English language acquisition: Dual Language program with literacy development in both languages with ELD taught through the content areas.	
Which student achievement areas will have the highest priority? Describe in detail the education agency's specific student achievement needs that will be addressed with this PDP.	Student Achievement Priorities	Detailed Description of Each Priority
	Literacy	Literacy will have the highest priority focusing on the students' development of vocabulary through the use of word walls, word lists, high frequency words, academic vocabulary and word studies. Knowledge and application of Persuasive Text will be spiraled in our comprehensive curriculum maps. IMPLEMENTATION OF GRAMMAR COMPONENTS from Montessori instructional model.
	English language acquisition	Professional Development – GLAD, SEI 45 HOURS; SIOP; SADIE ROSSETTA STONE
Which students will be impacted? Explain why these areas were selected	Which students will be impacted?	Explain why each area was selected.
	K – 8th Because of the size of our school, all students will be impacted.	Literacy development will directly IMPACT all student achievement priorities.
	All ELL students with greater growth demonstrated by students who have been at Mexicayotl Academy FOR THREE YEARS OR MORE	Biggest population are ELL students. THREE YEARS WE SHOULD SEE GAINS
What are the causes of	Student Achievement Priorities	Causes of Underachievement

underachievement in the areas selected? Consider curriculum, instruction, assessment, alignment, highly qualified teachers, etc.	Literacy	c. ENGLISH IS L2, Low socio-economic status, Use of Spanish is more predominant than English in the community. d. Lack of PD in research based instructional literacy practices of Balance literacy, writers workshop, applied math.
	English language acquisition	d. NO STRUCTURED MODEL IN PLACE OR TO FOLLOW. HEGENOMY OF ENGLISH e. Lack of PD in GLAD, SEI, and ELD.

2.4 Determine educator development needs

Determine roles of those that impact student achievement in each priority. Determine what members of each group want to learn to help them become proficient in this area. Summarize these perceptions for each priority	Student Achievement Priority #1	
	Role of Respondent	Perception of what respondent needs to know and be able to do to increase student achievement
	All instructional staff	Balanced literacy
		Writers Workshop
		Montessori language arts
	Student Achievement Priority #2	
	Role of Respondent	Perception of what respondent needs to know and be able to do to increase student achievement
	All instructional staff including administration	Guided Language Acquisition Design
		Sheltered English Immersion
		SADIE
Determine observed skills/competencies that members of each group need to learn to help them become proficient in this area using evidence of actual performance. Summarize this data for each priority.	Student Achievement Priority #1	
	Role	Actual skills/competencies needed in order to increase student achievement
	All instructional staff including administration	Know 8 components of balanced literacy and how to target vocabulary and persuasive texts.
		Know how to present Montessori language arts
		Know how to implement Writer's workshop. Know how to use writing portfolio as assessment for learning.
	Student Achievement Priority #2	
	Role	Actual skills/competencies needed in order to increase student achievement
	All instructional staff including administration	Strategies in English language Development (GLAD, SEI, SADIE)
		Know how to assess English language development.
		Teaching strategies that incorporate Language Development in GLAD, SEI, SADIE.
Summarize the educator development needs identified. What are the patterns you see across the data? What items stand out as being particularly troublesome?	Sustained and planned Professional Development in: d. Balanced literacy e. Writer's workshop f. Montessori Language Arts GLAD, SEI, SADIE	
Which development areas have the potential to leverage the greatest increase in student achievement?	Training in GLAD	

Which development areas will have the highest priority? Which teachers will be impacted?	Literacy language development All teachers			
Why were these educator development areas selected?	Needs analysis of studets, staff, community demographics.			
If you are using Title II-A funds to reduce class size, on what data are you basing this decision? Describe the student achievement results that show the effectiveness of class size reduction	N/A			
If you are using Title II-A funds to reduce class size, discuss your plan, including grades, teachers, and amount of class size reduction.	Grade	Teacher	# of Students in Original Class	# of Students in Reduced Class
	All grades	Have one teacher	To 18 students.	

Step 3: Set Goals

3.1 Use priorities to establish student achievement goals	
Identify the Student Achievement Priority goals for each priority.	Student Achievement Priority #1 Goal(s)
	Ninety one percent (91%) of Mexicayotl Academy students who have been our students for 3 years or come to us at grade level will score at meets or exceeds on the AIMS in • Reading 2011 • Math 2012 • Writing by 2013
	Student Achievement Priority #2 Goal(s)
	Ninety one percent of our native Spanish, English and Bilingual students will reach academic proficiency in L1 and L2 by the end of 7 years instruction in our English Language development program.

3.2 Establish related professional development goals based on student achievement priorities and educator needs assessment 3.3 Establish benchmarks for each professional development goal	
Identify professional development goals related to each student achievement goal. Establish benchmarks for each professional development goal	**Student Achievement Priority #1** Professional Development Goal #1:
	1a. Create PD where all teachers will be able to plan and implement the methodology in two of the eight reading levels of Balanced literacy after completing a *training program for each level. Guided by curriculum maps *(Training in balanced literacy and its eight components where the outcomes for each level are aligned to the state standards()A training program is two 4 hour instructional sessions – planning lessons – mentor class observation – 2 hours follow-up session.) 1b. Create PD where all teachers will be able to solidify writing within balanced literacy by developing and assessing the student writing portfolio through a *training program to obtain the skills for direct intervention by grade level in Writer's Workshop. Guided by curriculum maps. *(Training is Writer's Workshop where the outcomes for each level are aligned to the state standards()A training program is two 4 hour instructional sessions – planning lessons – mentor class observation – 2 hours follow-up session.) 1c. Create PD where all teachers will be able to use Montessori language arts presentations as guided by curriculum maps.
	Professional Development Goal #1 Benchmarks
	1a1. By the end of 2007-08 all Balanced Literacy teachers will have completed training for one of the two reading levels. By year 2 all teachers will be able to teach two consecutive reading levels.
	1a2. By the end of 2007-08 the mentor teacher on staff will be able to train in four of the eight balanced literacy levels. By year 2 the mentor teacher will be able to train in all eight Balanced Literacy reading levels.
	1a3. All new teachers will follow the same training schedule with initial summer training when possible.

	1b1. By the end of 2007-08 all balanced literacy teachers will implement effective writing intervention strategies two grade levels below or above their teaching reading level. 1b2. All new teachers will follow the same training schedule with initial summer training when possible. 1b3 By the end of 2005-06 the mentor teacher on staff will be able to train in 50% of grade level requirements for Writers Workshop. By year 2 the mentor teacher will be able to train in all grade level at the school for Writers Workshop. 1c1 By the end of 2007-08 teachers in K-5 will be able to decide on and implement Montessori presentations as determined by AIMS blueprints and curriculum maps.
	Student Achievement Priority #2 Professional Development Goal #2:
	1. CreatePD in English Language Acquisition that addresses: • What it is – Theory • Involvement in development of program model • English language acquisition • Benchmark recognition of student achievement in L1 and L2 • Practical implementation strategies • Assessment for initial placement, formative and summative data Where a teacher is able to plan and implement effective dual language instruction as measured by quarterly observations, evaluations and feedback.
	Professional Development Goal #2 Benchmarks
	2a1. All current teachers will be trained in English Language Acquisition theory and in one quarter of all remaining training components of language acquisition which will spiral on a yearly basis with a completion target of 4 years.
	2a2 All new teachers will follow the same training schedule with initial summer training when possible.
	Student Achievement Priority #3 Professional Development Goal #3: *All teachers and paraprofessionals will meet requirements to be considered "highly qualified" according to ADE specifications within the timelines specified in law.*
	Professional Development Goal #3 Benchmarks
	3a1 All teachers will complete Highly Qualified completion plans with semester goal that will be checked every semester.

Step 4: Strategic Design

4.1 Plan process for selecting professional development content and activities at each organizational level	
How will you select professional development content and activities for the county, district, school or other organizational level?	Not applicable at this time. The county is talking about developing a county-wide plan but we feel that our situation is unique and needs a unique PD plan. As a charter school we are both a district and a single school site.
How will teachers, paraprofessionals, parents, principals, and others collaborate in the activities planned?	

4.2 Conduct analysis of research-based interventions	
Which intervention most directly addresses our student achievement and professional development goals?	Balanced literacy – Writers workshop – Montessori address the literacy needs of our students to meet/exceed in AIMS in the specific strands that our data has identified. English language Acquisition through GLAD, SEI, SADIE.
Which interventions are successfully being used in schools similar to ours? If our school's characteristics do not match those of schools in which there is a high level of success, what are the key differences? Will an intervention be developed to fit our needs?	Common interventions include: Literacy: Balanced literacy; Writers Workshop and Read Right reading tutoring program. English Language Acquisition: Glad, SEI. SADIE The identified interventions are found in sites that are similar but not the same. Major differences include: 1. Use of Spanish in the community is greater than the use of English. 2. Student needs and theory divided at K-6 and then 7-12. 3. Charter school is one of choice and people need to choose based on non-traditional education approaches. Interventions will have to be customized.
Which interventions are showing the greatest success in terms of increasing student achievement?	In settings that reflect our student population the most, we have seen the following interventions work as independent programs. 1. Balanced Literacy 2. Reader/Writers Workshop 3. Montessori 4. Second Language.
How will these activities assist in eliminating the achievement gap between low-income and minority students and other students?	The program activities will address achievement gaps within an educational process that is standards based. What these programs and activities will not address are the social realities that will perpetuate those things that keep the mentality of low-income and minority youth and families from the achievements that other socio-economic groups reach.

4.3 Select, modify, or develop an intervention

		Intervention(s)	Reasons for Selection	Modifications Needed
Which intervention(s) have been selected/developed? Why has this particular intervention been selected? What aspects of the intervention might need to be modified to fit our needs?	PD Goal #1	Balanced Literacy, Montessori, Readers Writers workshop	a.Research based b. proven effective and successful c. address our student achievement needs. d.Multi-grade and bilingual population	Meshing of various interventions that together will meet specific needs of our student population. Not one will work as a stand alone.
	PD Goal #2	English language Acquisition	a. Research based b. proven effective and successful c, address our student achievement needs. d. Goes with philosophy of preserving the Intercultural part of our student population.	Program has to be created to fit the student, family, and community dynamics of this border community e.g. Spanish has same or more use than English
	PD Goal #3	Individualized plan to meet HQ criteria	Was part of PD planning guide	Has to include definitions/criteria for charter schools and for staff educated outside the U.S.

	Intervention Content and Processes	Link with Program Goals and Benchmarks
Describe how the intervention content and processes link with your program goals and benchmarks.	Proposed training in literacy is linked directly with state standards and the AIMS blueprints with the emphasis on the desegregated results determined in the strands of each target area. .	d. Start seeing that we are making the yearly gains of 13% needed to reach 91% in each of the target areas of reading, writing and math.

Describe how the planned interventions connect with student academic standards, staff development standards, effective teaching standards, and leadership standards?	Planned interventions of Literacy and Language Acquisition • based on student needs as determined by State Academic Standards tests results. • PD plan will support teacher growth identified in teacher standards. • PD plan will create administrative support as determined by leadership standards.

4.4 Professional Development Map

Initiative _____

Content (What)		**Processes** (How)	**Context** (Who, where, When)					**Resources**	
Intervention	Events	Model/ Design	Participants	Leaders	Provider	Location	Dates	Costs	Funding Source
Interactive Balanced Literacy	Training in IBL	Training as defined in section 3	All teaching staff	Veronika	Veronika and Maria	Mexicayotl Academy	TBA	$75 hour	Title I
Readers Writers workshop	Training in R/W/W	Training as defined in section 3	All teaching staff	Veronika	Ismari Garcia	Mexicayotl Academy	TBA	$75 hour	Title I
Montessori Math	Pre Certification In Montessori	Direct instruction on Montessori Methodology	Teachers not certified in Montessori	Maria	Bobby Contreras	Mexicayotl Academy	TBA	$1000 per teachers	NCLR grant
English Language Acquisition	Training as defined in 3.3 section 2 GLAD	GLAD and SADIE MODEL	All teachers	Balty	Monica Takata David Boutista	Mexicayotl Academy	TBA	$800 per teacher	Title III
Meeting requirements of ADE and NCLB for HQ status	Each teacher will develop a HQ completion plan	Institutional support and individual initiative measured on a semester basis	All teachers not HQ as well as para professionals	Balty	Balty	Mexicayotl Academy	TBA	0	N/A

Step 5: Identify Resources and Support

5.1 Identify funding sources and targeted uses				
Funding Source	Targeted Uses	Total Budget	% Allocated for PD	Total Amount for PD
Title I-A	Mentor, professional development, reading and math support supplies	60,000	20%	12,000
Title II-A	Class-size reduction and support professional development	14,000	50%	7,000
Title II-D	printers	650	0%	0
Title III	SEI instruction	10,000	50%	5,000
Title IV	NA			
Title V	Alternative education program	174	0%	0
IDEA				
Carl Perkins Career and Technology				
Early Childhood State Block Grant				
Other Federal or State Funding				
Foundations or Other Grants NCLR	Consultants	$5,000	100%	$5,000
Community Resources Santa Cruz Arts grant	Direct training for ¾ of staff	Community grant		Community grant
Private Sector Partnerships				
Other Resources				
How will you ensure that Title II-D funds will be integrated with Title II-A Funds to train teachers to integrate technology into their curricula and instruction?				

5.2 Identify non-financial supports needed and how those will be attained	
Organization policies	Mexicayotl Academy has set aside 2 Wednesdays a month for PD, along with 7 paid in-service days.
Resources	Budget includes all resources linked to PD to allow staff to implement what is being taught in the PD program.
Protection from intrusion	PD time is part of the school calendar and as such is an official priority that must be respected.
Openness to experimentation and alleviation of fears	The PDLA team has worked hard to achieve a Learning Community, one in which alternative forms of PD have taken place. THE result has been the creation of a system where all are respected and expected to contribute. IC that have been introduced have been accepted as guides and not evaluation instruments.
Collegial support	In order to provide continuation of essential programmatic training we have created a train the trainer model for these components. This system provides for continuous support from co-workers. The creation of a learning community also achieves this goal.
Administrative leadership and support	Starting with administrative participation in the PDLA team, administration has taken the leadership within the team structure. Those aspects of change are proposed and implementation lead provided by administration
Recognition of success	As the PD is tied to student success there are direct links of dual recognition for any and all student growth and achievement. These occur in parent conferences to recognition ceremonies.
Provision of time	Along with the aforementioned PD days Mexicayotl provides for teams and individuals to further participate in PD that must occur away from the school during school time.

Step 6: Establish Accountability Sys

6.1 Identify Program Performance Measures and baseline data for each professional development goal/benchmark

6.2 Identify data collection and analysis plans

What are the program performance measures, baseline data, and data collection and analysis plans related to Goal #1?	Professional Development Goal #1: Literacy					
	Benchmarks	Program Performance Measures	Baseline Data	Data Source	Data Collection Method/ Instrument	Person Responsible for Data Collection and Analysis
	Writing Samples(QTR)	6-Trait Writing Rubric (3 and above)	Initial writing sample	Students	Writing sample portfolio	Classroom teachers
	Albanesi Tests	GAT	Initial GAT	K- 5th	GAT	Montessori teachers
	Running Records	Fluency 91%-94% Comprehension 16	Initial running record	K – 8th	Running record test	Classroom teachers
	Buckle Down/ Blast Off	Reading & Math 70%	Pre-test (Form A)	2nd -8th	Buckle Down Test	Classroom teachers
	AIMS/Terra Nova	Reading, Writing, & Math (Meets & Exceeds)	Previous years score	K -8th	AIMS/Terra Nova Tests	Classroom teachers
	Read Right	Reading	Gates-Mac Ginitie	K – 8th	Gates-Mckinny Pre & Post Tests	Read Right Tutors
	Scantron	Reading & Math	Initial test	2nd -8th	Computer test	Classroom teachers
What are the program performance measures, baseline data, and data collection and analysis plans related to Goal #2?	Professional Development Goal #2: English Language Acquisition					
	Benchmarks	Program Performance Measures	Baseline Data	Data Source	Data Collection Method/ Instrument	Person Responsible for Data Collection and Analysis
	LAS/Express	English	Initial Tes	K – 8th	LAS/Express Test	Classroom teachers
	AZELLA	English Reading, Writing, Speaking	Initial Test	K -8th	AZELLA Test	Classroom teachers
	Aprenda	Spanish Reading	Initial Test	4th -8th	Aprenda Test	Classroom teachers
What are the program performance measures, baseline data, and data collection and analysis plans related to Goal #3?	Professional Development Goal #3: Highly Qualified Teachers					
	Benchmarks	Program Performance Measures	Baseline Data	Data Source	Data Collection Method/ Instrument	Person Responsible for Data Collection and Analysis
	Highly qualified house rubric	Teacher competence	Initial rubric	Teachers	Rubric	Administration
	IPDP (Mid-year review)	Self assessment to set individual goal based on teacher standards	Self assessment	Teachers	IPDP guide	Mentor Luz Mendez

6.3 Plan to report findings				
Determine who will summarize findings and who, when, and how people will be informed	Who will summarize results and develop a report of findings?	Who will be informed of findings?	How will these findings be reported?	When will findings be reported?
	Luz Mendez - mentor	All teachers	Report	August

Step 7: Communicate Plan

7.1 Communicate plan to stakeholders	
Describe your program by thinking about your audience, your communication goals, and how your program is organized and managed.	Parents, students, community: newsletters, meetings/conferences, bulletin boards, Staff, teachers: calendars, memos, meetings
Describe how teachers will improve their ability to teach students with different learning styles, improve student behaviors, involve parents, and understand and use data and assessments to improve classroom practices and student learning.	Newsletter and Padres Activos meetings
Upload or attach your sample communication product here. Briefly describe the product. When and how will it be used?	Monthly newsletter "El Mitote"
What other plans do you have for communicating the PDP to parents, staff, students, and the community at large?	School calendar, newsletter, student achievement accomplishments shared in newspaper etc.

7.2 Keep planning and implementation records to guide future decisions and inform others	
Describe how you will keep records of professional development planning and implementation decisions.	Minutes of meetings to be included in PD binder.
Describe how you will keep planning and implementation materials organized and available to others.	PD binder will be accessible in teacher's resource library.

Step 8: Manage for Continuous Improvement

8.1 Implement	
Who will lead the implementation of the professional development plan? How will they ensure that the research-based interventions are implemented with fidelity?	PDLA team Mentor will oversee, document and evaluate implementation of interventions.

8.2 Evaluate results	
Who will lead the implementation of the evaluation system? Who will make regular reports on the implementation progress to the PDP team?	PDLA TEAM The same as above.

8.3 Refine	
Who will make decisions about and implement professional development improvements?	The PDLA Team

8.4 Report back	
How will implementation and evaluation successes and challenges be reported to the PDP team? How will successes be celebrated and who will be responsible?	Staff meetings. Professional development hours included in the teacher portfolio. Staff retreat and PDLA team will be responsible.

- Providing support and direct PD for the classroom teacher, with a focus on new teachers
    - For the 2006 school year Mexicayotl hired an elementary teacher with 25 years of experience in the Nogales Public Schools and in bilingual education. She was to assume the role of mentor/coach. During this year she completed the requirements to be certified as a master teacher. Her support was primarily with the lower and upper elementary. At the end of the academic year she resigned to take a position out of state.
    - In 2007 Mexicayotl hired another mentor/coach who assumed the responsibility of becoming an in- house trainer for our core academic subjects. She also attended the Master Teacher Mentor

institutes but did not complete the portfolio work. She also resigned after a year and a half due to pregnancy.

- For the 2008-2009 school year Mexicayotl used Title I funds to employ a part-time Literacy mentor. This person continues in this position. She has developed a PD training for new teachers in Balanced Literacy and supports the implementation throughout the year. She also works with level teachers during the data analysis sessions to target intervention strategies that can now target state standard strands and POs.

5a. The school's efforts for the previous five years to analyze relevant pupil achievement data. (Ex: data walls, data training, data review teams)

1. Training
    a. PDLA 2008 training that included team training on data analysis
    b. Administration personnel participated in targeted training by Dr. Jeff Lavender, of the Casa Grande School District (PDLA mentor/coach) in August 2009.
        i. the use of AIMS data and student intervention (leveling student performance on AIMS to identify 3 tiers including 'Bubble Students')
        ii. the use of the T4S teacher evaluation model as it directly relates to implementation of state standards in the classroom
    c. NCLB Coordinator's training 2009 to the present.
    d. Star Reading and Star Math September 2010, implementation and report training. Regional technology office.
    e. DRA staff training summers start in 2010
    TURNING POINT CURRENT SCHOOL YEAR 2012
    f. Principal Leadership Development June 2011

2. Assessment and data collection program purchased
    a. ACUITY staff and "train the trainer" session August 2011 to present
        i. Custom Diagnostics Test Instruction (Part 1) Wednesday, September 28, 2011
        ii. Regional Meeting: Analyzing Growth Data Wednesday, November 16, 2011
        iii. Train-The-Trainer Professional Development: Data Analysis Part 1 and 2 Wednesday, February 15, 2012

    b. Arizona Charter Schools Association data analysis workshop
        i. Wednesday, February 29: Beyond Filtering and Sorting: Using Excel PivotTables
        ii. Using an Instructional Analysis Tool Wed. March 14
        iii. Thursday, March 22: Conducting 33 Minute Data Dialogues

c. NCLR dual language training LA May 2008 San Antonio Oct. 2009
d. NCLR teacher training Literacy elementary and secondary San Diego
e. OELAS conference Dec, 2011
f. Choice Literacy Café grades k-5 2010

3. Staff Data Analysis
    a. Starting 2009 to 2011 for every year, pre-service staff training, late July or early August: Student achievement data analysis:
    b. Starting 2009 – to 2011 a January review of pre-service goals and analysis of targeted student progress.
    c. 2008 up to 2011 Staff meeting analysis of Montessori Math K-5 then K-3
    d. 2009 to 2011 Analysis of Star Math and Star Reading results
    e. 2009 to 2011 Staff meeting analysis of DRA results
    Turning Point Current school year 2012
    f. 2011-12 Staff meeting analysis of ACUITY predictive and formative tests
        i. Use of Arizona Charter School Association data analysis training.
    g. 2010-12 Mentor intervention of DRA scores analysis for instructional intervention.

5b. a detailed description of the types of data collected and the process used in conducting the analysis of the relevant data.

Types of Data collected

1. These assessments were: Math
    a. 2007 - Kinder Through 5th grade quarterly Montessori math assessments
    6th through 8th, Buckle down unit assessments.
    b. 2008 – Kinder Through 3rd grade, quarterly Montessori math assessments (due to loss of Montessori trained teacher)
    Grades 4th through 8th, Buckle down unit tests start of Star Math
    c. 2009 – Kinder and 1st grade, quarterly Montessori math assessments (loss of more Montessori trained personnel)
    d. 2nd through 8th grade, Blast off and Buckle down unit tests, Star Math quarterly benchmark assessments (tied to national math standards)
    e. 2009 through 2011- 2nd through 8th grade, Blast off and Buckle down unit tests, Star Math quarterly benchmark assessments (tied to national math standards)

2. These assessments were for Reading
    a. 2007 to present DRA reading level results that were tied to exit outcomes and pacing guides.

b. 2009 to present Star Reading quarterly benchmark assessment (tied to National Reading Standards).
c. 2008 through 2011 Blast Off and Buckle down unit tests tied ADE standards.
d. 2007 to present use of AZELLA results for all grades.

Turning Point Current School year 2012

e. 2012 use of AIMS results through data interpretation process learned at Principals Leadership Academy
f. 2012 use of ACUITY predictive tests in both Math and Reading
g. 2012 Saxon Math weekly assessments
h. 2012 use of all components of DRA not just fluency and basic comprehension.
i. 2012 Expanded use of Star Reading and Math results.

Process to conduct analysis:

- Our main use of data were the summative results of the AIMs tests which were evaluated yearly and were an integral part of our pre-service agenda. There were two PD sessions per year plus the pre-service and end of year in-service to look at the status of students at that point in time. Each grade was evaluated in relation to the state target for passing during the previous year and projected gains needed for current year ADE targets in both math and reading.

  Starting in the 2009-2010 school year, with a student by student analysis, the data review included a. needs for AYP based on 3 yr. averages, b. 3 tiers of students: (1) Meet or Exceeds AIMs (2). how many current students could meet AIMS that year, and bubble kids (those that were 10% above or below the state percentile in order to meet AIMS the previous year, (3). Students that are low Approaches and those that Fall Far Below.

	State Standard	2008	2009	2010 PROJECTED	2010 NEEDED	2011 NEEDED	2011 % State Standard	2010 One years growth	2010 Bubble	2010 Meets	Total students
3rd Grade Math	54.60%	11-45%	17-18%	68.40%	100.80%	111.30%	65.90%	1	5	13	19
3rd Grade Reading	62.60%	11-36%	17-12%	73.70%	139.80%	130%	71.90%	3	2	14	19
4th Grade Math	63.20%	16-25%	16-38%	36.00%	126.60%	143.20%	72.40%	10	4	8	22
4th Grade Reading	56%	16-13%	16-31%	36%	124%	162%	67%	10	4	8	22
5th Grade Math	46.60%	11-18%	19-16%	43.75%	105.80%	119%	59.90%	7	2	7	16
5th Grade Reading	54.60%	11-0%	19-	50.00%	132.80%	116.70%	65.90%	7	1	8	16

			31%								
6th Grade Math	54.40%	11-45%	12-33%	44.00%	85.20%	120.40%	65.80%	5	4	9	18
6th Grade Reading	56%	11-%	12-33%	44%	80%	115%	67%	4	6	8	18
7th Grade Math	58.40%	10-60%	8-88%	50.00%	27.20%	68.40%	68.80%	1	4	5	10
7th Grade Reading	59.20%	10-50%	8-75%	50.00%	52.60%	83.20%	69.40%	1	4	5	10
8th Grade Math	38%	4-75%	4-50%	100%	-11%	10.50%	53.50%	0	0	6	6
8th Grade Reading	54%	4-50%	4-50%	60%	62%	86.50%	65.50%	1	2	3	6

		Exceeds	Meets		Bubble kids	One Years Growth		FFB	Total Students
Kinder Math		4	4		8	5		4	25
Kinder Reading		5	5		13	7		4	34
1st Grade Math		5	8		6	5		2	26
1st Grade Reading		5	9		5	4		6	29

1. In 2006 our Math program consisted of Montessori math K -5 linked to the state standards through our pacing guides and correlation provided through Montessori Made Manageable Inc. The process of administering 3 quarterly tests based on student success or failure of academic concepts with sets of similar problems guided instruction/presentations. Analysis of tests provided the identification of pupil by pupil teaching and re-teaching intervention. Teaching and implementation was reduced yearly and certain grades stopped using the model because Montessori trained teachers left the school and could not be replaced.
2. From 2009 to 2011 Grades 2nd through 8th received traditional Math instruction. For each grade that no longer used Montessori for Math, the switch was made to use the pacing guide that was established, which was directly linked to state standards. This was supported through the use of the 'Buckle Down and Blast Off' instructional material. Data used were teacher grade book results on unit exams. This process was also used in Language Arts along with the ADE sample tests.
3. From 2008 until the present, in Language Arts, the DRA assessments have been administered quarterly and an analysis for each student is made for 1. Growth in reading and 2. Benchmark to reach exit level target.
4. In 2009 we started administering Star Math and Star Reading tests as quarterly benchmarks looking primarily at grade level growth. Star Math

and Star Reading are developed using national math and reading standards.

5. In 2011 we start using data compilation sheets to be able to cross reference results from the various assessments. What we are looking for are correlations in student achievement in reading and math.

2010-2011 Student Assessment Compilation
Quarter 2 (Ending December 15th)

Students Kindergarten	DRA English	DRA Spanish	Star/ Accelerated Reading	**Reading Tier Category**	Star/ Accelerated Math	Montessori Math	**Math Tier Category**
Abril, Dulce	A	1	620	2	0.4	76%	3
Aguilar, Mia	A	A	490	3	0.3	74%	3
Alvarez, Jennifer	6	2	673	1	1.7	100%	1
Castillo, Austin	A	A	560	3	0.5	80%	2
Cota, Brianna	2	A	479	3	0.1	68%	3
Cruz, Derek	A	2	745	2	0.5	90%	2
De la Riva, Sebastian	3	A	658	1	0.2	88%	2
Diaz-Acosta, Mariana	A	2	580	2	1.3	88%	1
Elena, Andres	A	A	test	3	0.1	18%	3
Garcia, Karla	3	1	497	1	0.2	90%	2
Gomez, Danielle	2	A	503	3	0.1	44%	3
Gutierrez, Aaron	A	1	502	2	0.6	50%	2
Jacobo, Itzel	A	1	615	2	0.3	64%	3
Maldonado, Jesus	A	1	607	2	0.6	72%	2
Martinez, Irvin	A	2	518	2	0.9	66%	2
Mendez, Estefania	A	A	462	3	1.0	50%	2
Morales, Sophia	4	2	625	1	test	94%	1
Murrieta, Jeshua	2	A	522	2	0.9	80%	1
Portillo, Marilu	3	2	747	1	1.6	96%	1
Romero, Jose	A	A	614	2	0.9	80%	2
Romero, Nicole	A	2	558	2	2.1	100%	1

Tutoring R.T.W -

Derek
Joseph
Ismael

Mia
Andres
Estefania
Ismael

Aaron
Itzel
Dulce
Jesus

Tutoring Math

Dulce
Mia
Austin
Andres
Danielle
Itzel

6. English and Spanish DRA's were used to compare L1 and L2 academic achievement.

TURNING POINT

7. 2012 ACUITY predictive tests not only give teachers a student analysis of their possible AIMS test scores in math and reading, but also a growth analysis directly tied to ADE's growth model. Results are also compared to the grade level pacing guides and instruction provided using Saxon Math curriculum. Staff analysis of results provide progress and direct intervention directly based on ADE standards.
8. 2012 ACUITY custom tests are administered and now serve as standards based benchmark assessments.
9. Saxon Math weekly assessments are analyzed by each teacher to guide success and intervention.
10. 2012 DRA analysis using all components are analyzed with the support of the language arts mentor to identify specific reading targets.
11. 2012 Star Math and Star Reading results are tied directly with the pacing guides

5c. Justification of how data selected for the analysis is relevant to improving pupil achievement.

- For the previous four years Mexicayotl Academy did not have in place a data collection system that was tied directly to the state standards in terms of providing analysis of student growth and student competencies at the strand and PO level. All analysis and intervention plans had to be conducted by the teacher. Instruction based on curriculum maps and pacing guides was tied to the state standards
- Montessori math assessments were directly tied to the state standards and the pacing guides. Instruction was guided by the use of these assessments and resulting data
- Buckle Down and Blast Off assessments were directly linked to grade level ADE standards in both math and reading. This would give us a guide to the strand that the students were not mastering in both core subjects.
- DRA was measuring direct reading growth and was linked to standards through teacher analysis of skills and knowledge that needed to be taught, in order to show growth

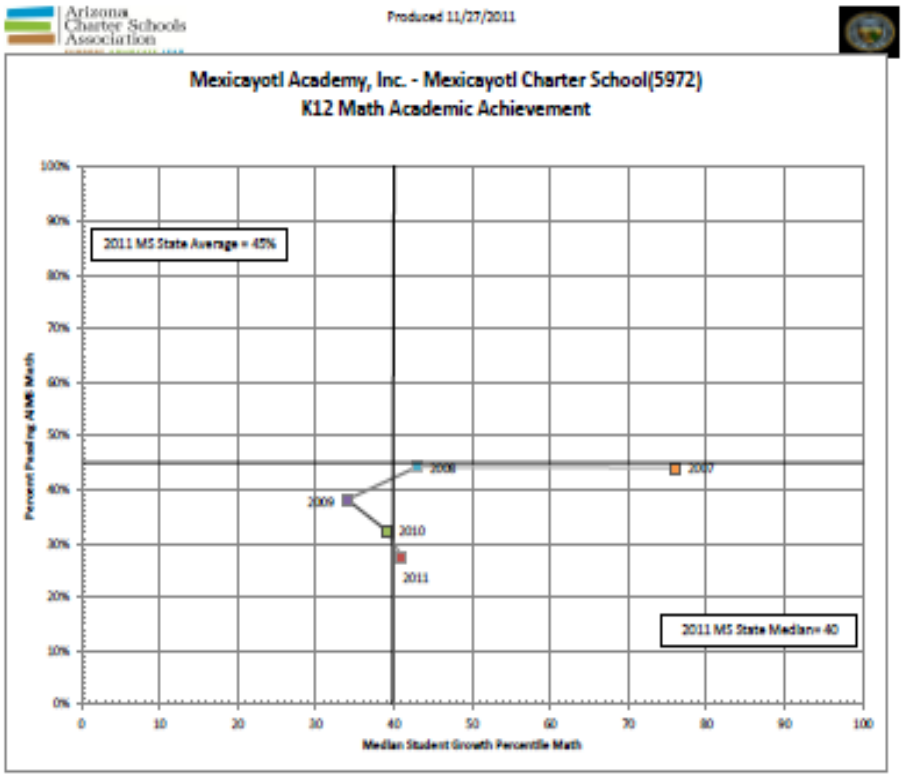
TURNING POINT CURRENT SCHOOL YEAR 2012

- ACUITY predictive tests break down results as they directly relate to the state standards both at the strand and PO level. Clear indication of student needs and interventions required.

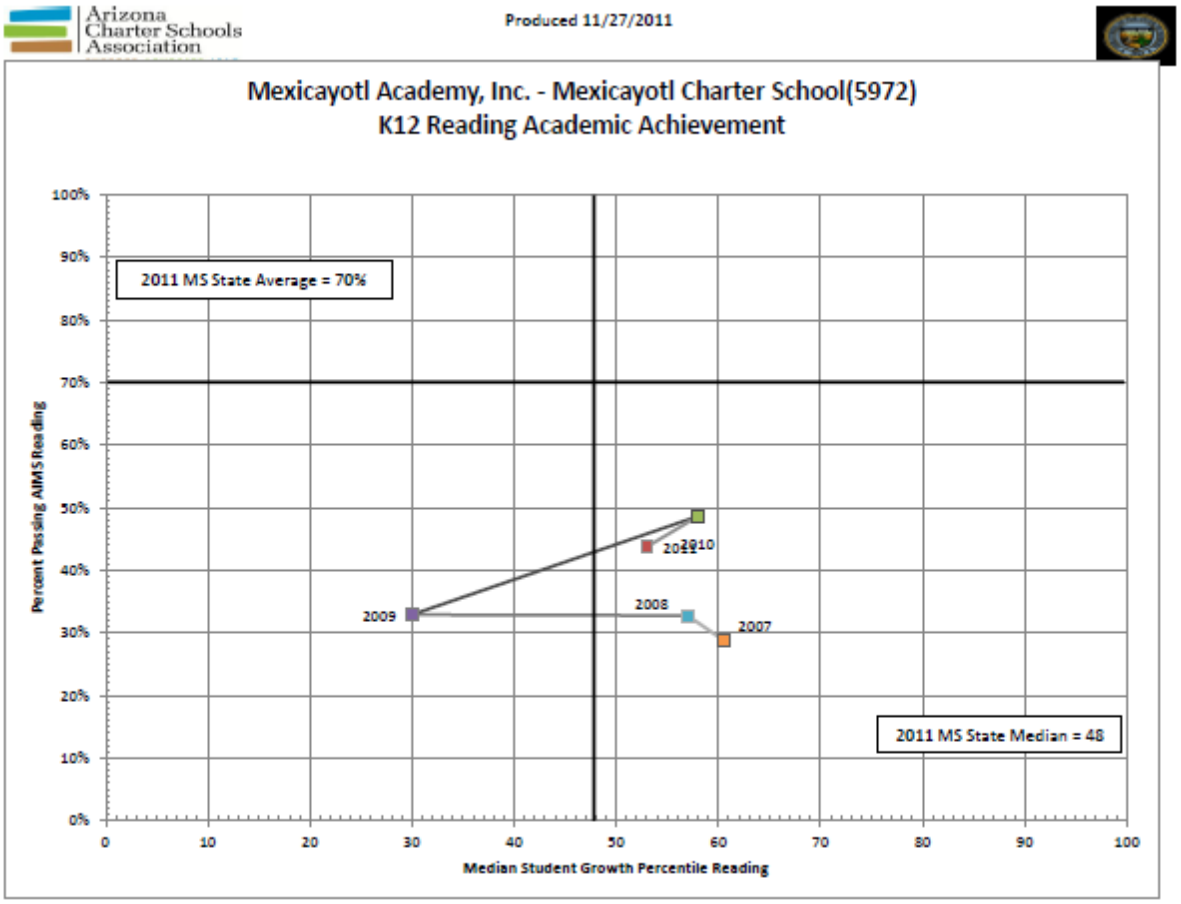
- ACUITY predictive tests being linked to the Common Core Standards provide the same direct and correlated analysis of student achievement.
- ACUITY diagnostic tests yield formative results that allow for analysis of student academic achievement in relation to specific strands and POs in both math and reading.
- With information from the DRA, and ACUITY the growth in reading level can be linked to the instruction that is targeted based on student deficiencies in achieving specific strands and POs.
- AZELLA breakdown of those students that are at the lowest ELL compentencies (pre-emergent, emergent, and basic) correlated to their AIMS scores. Since transition fro L1 to L2 is based on a DRA readinglevel of 38 and expected at the 3rd grade, reaching state level percentages in English is not expected at 2nd, 3rd, or 4th grade.

6a. The school's detailed interpretation of the findings from the data analysis of the school's relevant data for the previous five years, including patterns and trends, as well as strengths and weaknesses.

Our PMP has to include the analysis and interventions needed in both Reading (Language Arts) and Math.



Note: This chart is based on data obtained from the ADE in Oct. 2011. Proficiency and growth percentiles are only reported for FAY students.



Note: This chart is based on data obtained from the ADE in Oct. 2011. Proficiency and growth percentiles are only reported for FAY students.

Measurements of the school were established by looking at the results and outcomes of our success as a reflection of our progress with the Arizona State Education Standards and measurements of student growth. We therefore had to look at our curriculum, our assessment process and what internal procedural and final measurements were in place to evaluate our instructional process. General conclusions:

Math growth:

- As a school in 2007 and 2008 we surpassed the state average growth percentile of 40 with a 76% in 2007 and 43% in 2008 respectfully.
- The 2009 growth figures saw a 9% drop from the previous year to a 34%, which put us below the state average.
- The 2010 school year saw an increase to 39%, right below the state average.
- Our 2011 saw another increase to 41%, just above the state average.

Math percent passing:

- As a school, in 2007 and 2008 we were at the cusp of the state average of 45% with a 44% average for both years.

- Starting in 2009 there has been a continuous decrease 7% with a 38% in 2009, a decrease of 13% with a 32% in 2010, and a decrease of 17% in 2011from the 45% state average.

Reading growth:

- With a median score of 60.5, 2007 was the year we demonstrated the greatest growth as we surpassed the state median of 48 with a 605%.
- In 2008 our growth was above the state average with a score of 57.
- In 2009 there was a drastic decline in growth to a 30 putting us 15 points below the state average and 27 points below our previous growth.
- An increase to 58 in 2010 put us 10 points above the state average
- A decrease of 5 to a score of 53 put us 5 above the state average but it was still a decrease from the previous year.

Reading percent passing:

- 2007 gave us our greatest success in growth but lowest accomplishment in the percent passing with 29% which was 41% below the state average.
- Years 2008 and 2009 showed an increase of 4% from the previous year for a 33% passing, still 37% below the state average.
- 2010 shows a growth of 16% to 49% but still 21% below the state.
- 2011 again demonstrates a decline from the previous year reaching 44% that put us 26% below the state.

General conclusions:

Growth

- Obviously we have to look at all factors curriculum, assessment, teachers, PD, teacher support, student population for 2009 as this was a major dip.
- What has been in place since 2009 has shown improvement but not enough to bring us to past success levels.
- There has been more stability in growth in reading than math.
- There is no upward trend toward the state board of education's level of adequate academic performance in growth for either math or reading.
- More data collection systems must be put in place to provide complete progressive analysis.

Percent passing:

- There is a definite continuous downward trend in Percent passing.
- Even with increases in growth, academic achievement must increase as it directly affects the percent passing, since as there is a gap of 17%
- There has been more stability and upward trend in reading than in math in terms of percent passing the AIMS.
- Math demonstrates a continuous decline in percent passing the AIMS.
- More data collection systems must be put in place to provide complete progressive analysis and reflect in our teaching practices.

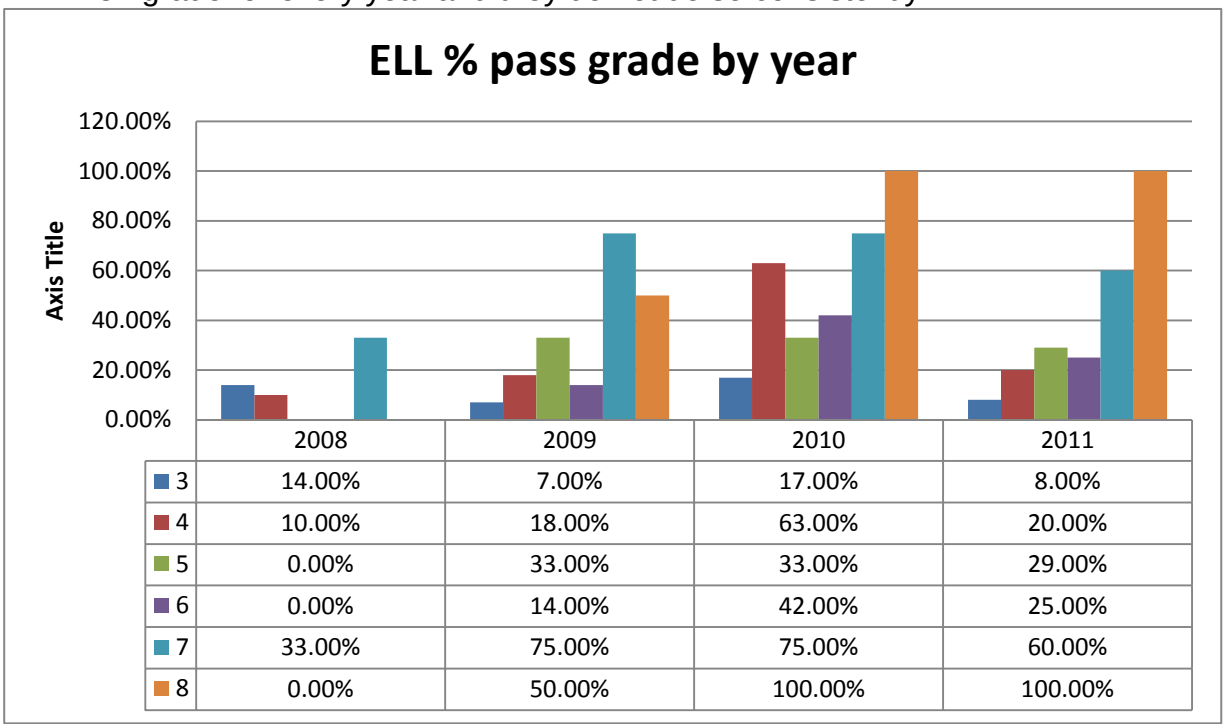
6b. A representation of the findings using charts and graphs that are understandable to the reviewer and clearly depict the results.

Analysis based on Curriculum:

Language Arts:

Instructional program for high percentage of ELL student

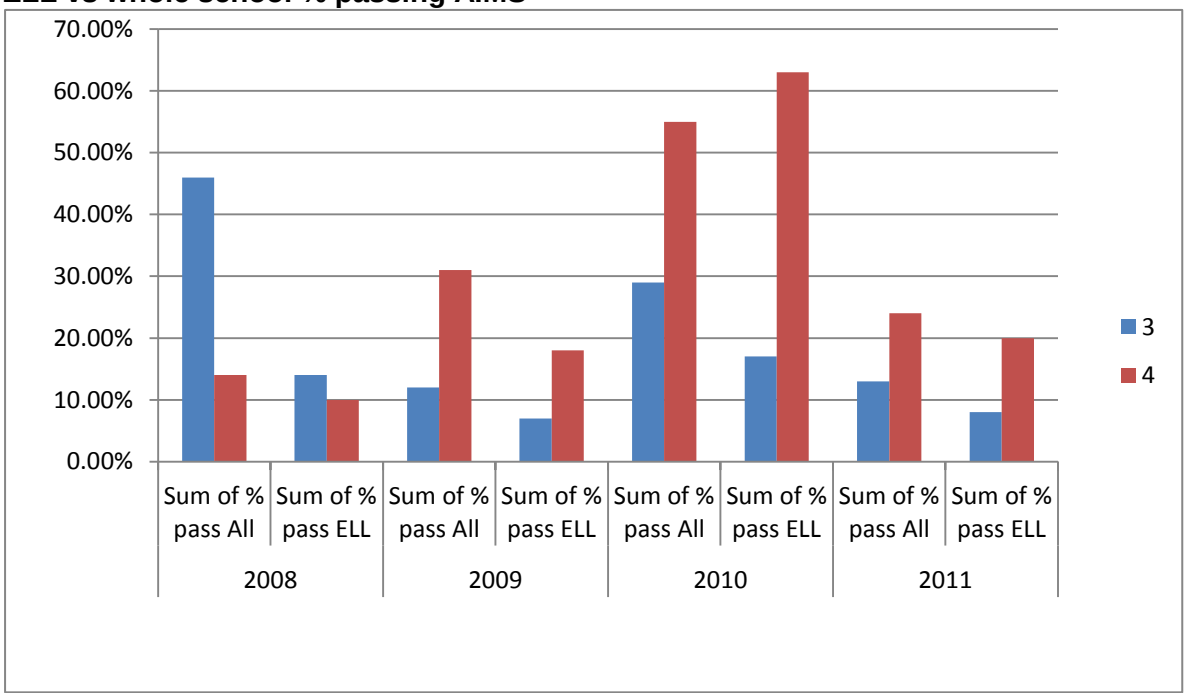
1. The current instructional program in Language Arts and Literacy development shows gains for both English and Spanish native speakers.
2. The gains are not sufficient to meet the state targets for AIMS proficiency in Reading. The percent passing AIMS should increase from 3rd through 8th grade for every year and they do not do so consistently.



	2008	2009	2010	2011
3	14.00%	7.00%	17.00%	8.00%
4	10.00%	18.00%	63.00%	20.00%
5	0.00%	33.00%	33.00%	29.00%
6	0.00%	14.00%	42.00%	25.00%
7	33.00%	75.00%	75.00%	60.00%
8	0.00%	50.00%	100.00%	100.00%

3. Additional reading programs such as Accelerated Reading are not structured to monitor formative support.
4. The success rate in AIMS reading is lower for the ELL population in the lower grades through 4th grade, yet a majority of the school population is classified ELL.

ELL vs whole school % passing AIMS



5. Our target for transition to English in grade 3 and 4 will not allow students to meet new legislation where students must show competency in reading English by grade 3.
6. A new approach for literacy in two languages is required that will address the need to show gains in English language Acquisition while maintaining literacy in two languages. This instructional model should start at Kinder.

Math:

1. 2007-2008 school data shows success approaching the state level for proficiency
2. Narrative indicates the implementation of Saxon math K-8 because Montessori approach was no longer possible and there was a constant decline from 2009 to the present.

Analysis based on Monitoring of Integration of standards

1. Use of T4S teacher evaluation process, although useful and in place, must be modified to meet mandates of new legislation.
2. There has not been a consistent lesson plan model or process, although samples demonstrated.
3. Professional Development and staff meeting calendar established but must be re-developed and monitored.

Analysis based on Monitoring and Documenting Student proficiency

1. Prior to 2012 An assessment system needed to be put in place so formative and summative data would allow Mexicayotl to measure student achievement directly tied to the state standards (next year

the Common Core Standards), this in order to guide instruction and modify it when needed to provide interventions that promote teaching to achievement gaps.

2. Results from Star Math and Star Reading which were to be benchmark assessments are summative in nature. What was being interpreted was quarterly growth based on Grade Level analysis and they did not provide the information needed to :
    - Provide for targeted intervention at the strand and/or PO level of student academic gaps.
    - Assess progress over time toward achieving state student achievement goals so as to stop having to rely on AIMS results, after the fact, to indicate successful instruction.

Star Math

ID:

Reporting Period: 3/27/2005 - 7/20/2012 (Custom)

Test Date	Class	Teacher	GP	SS	GE	PR	NCE
10/5/2009	Intermediate	Racine, Linda	4.11	402β	1.8	2	6.7
12/9/2009	B Linda	-	4.32	359β	1.4	1	1.0
12/14/2009	4th Grade 4th Grade	-	4.34	612β	3.9	40	44.7
3/5/2010	4th Grade	-	4.61	565β	3.3	18	30.7
5/19/2010	4th Grade	-	4.86	636β	4.3	38	43.6
8/16/2010	5th Grade	-	5.00	572β	3.4	15	28.2
9/29/2010	5th Grade	-	5.09	580β	3.5	15	28.2
12/6/2010	5th Grade	-	5.31	636β	4.3	29	38.3
3/1/2011	5th Grade	-	5.60	684β	5.2	41	45.2
9/28/2011	6th Grade	Teyechea, Elise	6.09	717β	5.8	46	47.9
12/15/2011	6th Grade	Teyechea, Elise	6.34	767β	6.8	62	56.4
3/6/2012	6th Grade	Teyechea, Elise	6.61	797β	8.0	67	59.3
Number of Tests: 12							

Student 1 STAR READING

ID: 1562

Test Date	Class	Teacher	GP	SS	GE	P	NCE	ZP
9/24/2009	4th Grade	-	4.07	85d	1.1	1	1.0	1.1-2.1
12/9/2009	4th Grade	-	4.32	77d	0.9	1	1.0	0.9-1.9
3/5/2010	4th Grade	-	4.61	97d	1.3	1	1.0	1.3-2.3
5/20/2010	4th Grade	-	4.86	85d	1.1	1	1.0	1.1-2.1
8/19/2010	5th Grade	-	5.00	80d	1.0	1	1.0	1.0-2.0

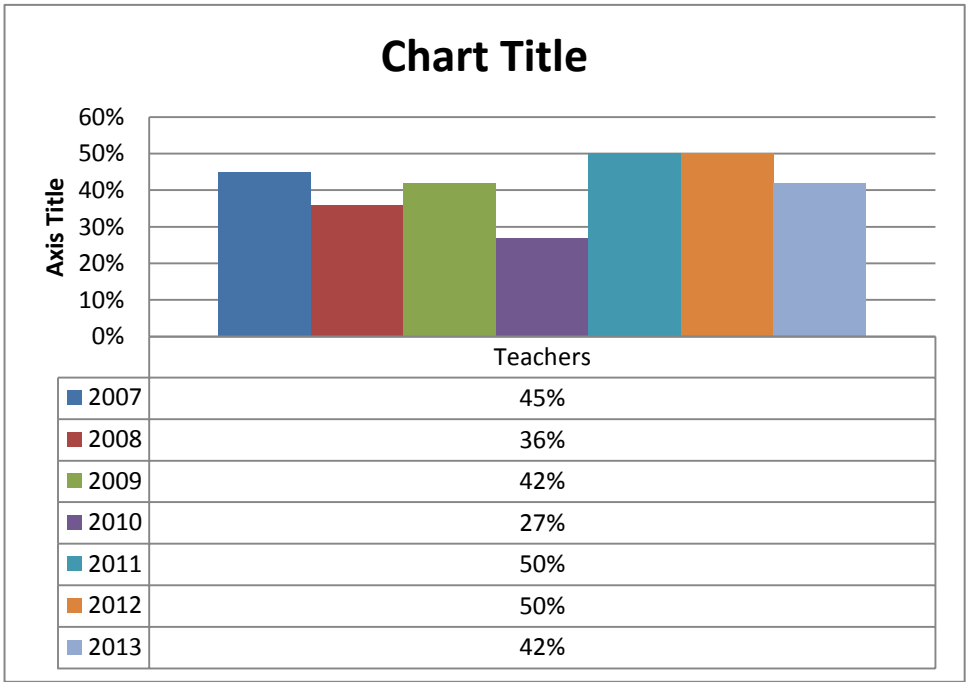
9/28/2010	5th Grade	-	5.09	86d	1.1	1	1.0	1.1-2.1
12/6/2010	5th Grade	-	5.31	133d	1.5	1	1.0	1.5-2.5
2/28/2011	5th Grade	-	5.59	102d	1.4	1	1.0	1.4-2.4
9/13/2011	6th Grade	Teyechea, Elise	6.04	263d	2.4	1	1.0	2.2-3.2
9/28/2011	6th Grade	Teyechea, Elise	6.09	129d	1.5	1	1.0	1.5-2.5
12/15/2011	6th Grade	Teyechea, Elise	6.34	149d	1.6	1	1.0	1.6-2.6
12/16/2011	6th Grade	Teyechea, Elise	6.35	139d	1.6	1	1.0	1.6-2.6
3/6/2012	6th Grade	Teyechea, Elise	6.61	131d	1.5	1	1.0	1.5-2.5

3. The data collection currently in place
    - State provided AIMS results and data
    - Minimal reports from Support Instructional System Star Reading and Math
    - DRA literacy results

has to be modified to provide relevant information that can be used yearly as valid assessments and data.

Analysis based on Professional Development

1. There has been a very high teacher mobility/transition rate that affects
    a. Professional development
    b. Curriculum and education models especially in Math.
    c. Instruction



ANALYSIS

- A plan must be developed that demonstrates a concerted effort to recruit and retain teachers for our rural community.

- A professional development system and calendar must be put in place that address
    - The PD gaps of new teachers who must get entry level curriculum PD
    - The specific grade level interventions that are needed and provided by the educational support programs that are in place and are being acquired.
    - The need to solidify the development of a Professional Learning Community.

2. The balanced literacy language arts program is producing results K – 2: Data indicates growth in target language of instruction
    a. Balanced Literacy needs to be defined for beginning teachers as a curriculum where it answers what to teach.

7. A detailed description of how the plan that is presented is directly linked to the findings from the data analysis.

a description of the logic used to develop the PMP that demonstrates the connection between the findings from the analysis of the relevant data and the plan. (Ex: What we learned - What we are going to do with what we learned)

Mexicayotl Academy is the only local charter school choice in this border community. In order to provide the high academic Intercultural education our students and community deserve we will create the following change to our program based on the analysis that will lead to positive change.

Curriculum

1. **The great majority of our students are ELL native Spanish speakers, a direct reflection of the population in Nogales, Arizona. In order to meet the needs of this population in a way that creates an additive and not a deficit view of language and cultural realities we will change the dual language program to a research based model of simultaneous literacy. This model will provide for English acquisition for those that need it at a much faster rate to be able to meet the demands of legislation targeting reading competency at grade 3. The model was created by Dr. Escamilla, Colorado State University and is in place in three states. It is called 'Literacy Squared' and will provide the success in literacy allowing our students to be college and career ready as bi-literate individuals. This progressive change will start with the 2012-2013 school year as we align the program to the common core standards.**
2. **Literacy Squared will be supported in the transitional stage by Achieve 3000.**
    a. In keeping with Common Core, Achieve3000 gives students the content area literacy skills to be prepared for college and career.

b. Achieve3000 has pioneered and perfected an approach to differentiated literacy instruction that uses Lexiles as its foundation Achieve uses non-fiction text differentiated by students' Lexile/reading levels to build reading comprehension of informational text.

3. We will continue to use Accelerated Reading with its Star Reading assessment component. It is our intent to learn to use the program and the assessment results to drive our tutoring intervention. We are fortunate to having been awarded a 21st century grant that supports our tutoring and extended learning day.
4. Curriculum changes will dictate a new schedule that will increase the time given to literacy and math.
5. Our goal with the implementation of the Common Core Standards is to teach literacy through content with our primary focus being science. With time this will allow us to implement STEM as a part of the educational curriculum at Mexicayotl.
6. Saxon Math will continue to be the instructional model for math instruction K-8.
7. With the transition to Common Core there is also a need create curriculum maps and pacing guides for all core subjects that include the new curriculum choices for the school.

Monitoring integration of standards

1. By the start of the 2012-2013 school year Mexicayotl will develop and use a teacher evaluation tool that has been developed with the training obtained by ADE Summit training and from the Arizona Charter School Association.
    a. We have decided on the model that is 50% State Testing results and 17% connected to school results, and 33% coordinated by the uniqueness that is Mexicayotl Academy.
    b. The evaluation will be directly linked to the ACUITY program of formative and summative assessments that are linked to state and Common Core Standards.
        i. The results also indicate our path towards targeted academic achievement measured through student growth and state test results.
2. By the start of the 2012-13 school year the lesson plan template will be in place with the curriculum aligned to common core and state standards.
    a. Template will be used by all teachers and support and development will come from both a literacy and math mentor/coach.
    b. Connecting with ACUITY results will allow for the success of teaching to be measured.
3. Formal training and implementation of

a. Data 33 minute reviews will support identification of strengths and gaps in student learning.
b. Structured walk through will also support teaching efforts of standards based teaching.

Monitoring and documentation of Student Achievement.

1. ACUITY brings to Mexicayotl a valid and reliable measure of student success in state tests and measurement of student growth.
    a. Predictive tests: 3 in an academic year measure probability of passing state tests and growth. These are the two factors linked to the ADE school labels.
    b. Diagnostic tests that are linked to pacing guides to provide formative assessments of student learning
    c. Custom tests that can be developed to measure understanding and learning based on teacher selected POs.
    d. Resources directly tied to intervention as learning gaps are identified and then tied to additional support, be it tutoring or differentiated instruction.
2. Training has been provided for three different ways to analyze data.
    a. Principals Leadership academy will allow us to implement data analysis through a process that guides teachers to look at data differently.
        i. Observational facts: with internal and/or external variable
        ii. Inferences
        iii. Questions
        iv. Conclusions that lead to actions
    b. 33 minute data review: targets very specific situations through the use of data
    c. Using an Instructional Analysis tool that looks at instruction and its effectiveness.
3. Provide each teacher with a data drive to record relevant data and compiled quarterly.
    a. Documents teacher use of data for instruction and intervention.
4. Administer research based yearly summative assessment in Spanish to evaluate:
    a. Spanish language bi-literacy
    b. Spanish language competency that will transfer to the learning of L2 English for dominant Spanish speakers.

Professional Development

c. A PDLA team will be created to use the template that the school was trained on to create a PD calendar that is effective as it relates to the needs of students and staff.
d. In order to address the scarcity of teachers in rural areas and low retention rate at the school we will:
    i. Use Title II money to support retention
    ii. Solidify the links that we have with teacher training programs at Cochise College, Prescott College, and U of A.

iii. Recruit through the J1 visa program bilingual instructors from Mexico.

e. With the changes in curriculum Mexicayotl must create a differentiated PD calendar that supports the different needs of the current staff.
    i. New staff have a need for all PD directly related to curriculum
    ii. Different grades need direct intervention on aspects of the school that pertain to them directly and not wholistically
    iii. Leadership responsibilities require different training opportunities.
    iv. PD needed
        1. Literacy Squared
        2. Saxon Math
        3. Accelerated Reading and Math
        4. SEI
        5. Achieve 3000

f. In order to provide direct support for teachers Mexicayotl will employ a. Literacy mentor/coach and b. Math/Technology mentor/coach. They will provide direct support and work with teachers in the implementation of data analysis, instructional intervention, logistics related to technology.

Some successes

Mexicayotl Academy has presented a choice in public school education for 14 years and choice and change are good and needed. We have shared our Intercultural model with various institutions and individuals looking to support change in education, such as visiting teacher preparation groups and national recording artists. We have presented at two state conferences and three national conferences. Our students have learned through learning expeditions that have taken them from the Grand Canyon to Mexico City. Mexicayotl has contributed time, effort and culture to countless events on both sides of the border. We are the third largest school district in Santa Cruz County. We have made an impact in this community but most of all we have cared for the children in a way that can only be reached through education. Our eighth grade students go to the local high schools ready for honors and gifted education. Our kinder students can read, add, subtract, multiply, and divide. We have provided a path where students can face the challenges of living on the border by learning who they are, respecting all others, inter-relating with others, but most of all ready to work based on what is needed to be accomplished.

- Fernanda switched over in 2nd grade to the second language of English and is now reading two grade levels above her grade level in English and one grade above her grade level in Spanish. She loves, loves to read. The sky is the limit for her growth.
  HIGH ACADEMIC ACHIEVEMENT – BI-LITERATE PREPARATION FOR A GLOBAL SOCIETY

- Isaac started with us in Kinder and is now in 6th grade. Completely bi-literate is exceeding on his AIMS exams and is telling his parents that he wants to go to Harvard.
  HIGH ACADEMIC ACHIEVEMENT - COLLEGE AND CAREER READY

- Rocio came to the school in 3rd grade when her family moved from Nogales, Sonora to the Arizona side of the border. She had no formal training in English and within one year was scoring a “Meets” in her AIMS. She is going to high school next year and has already enrolled in honors courses.
  HIGH ACADEMIC ACHIEVEMENT- CULTURE AND IDENTITY
  SUCCESS AS A STUDENT ON THE BORDER

- John came with no Spanish and tells us that he did not feel that school recognized his abilities. Exceeding in his state tests he is a leader at the school that has transcended a classification of a great student based only on academic achievement. He is a socially conscious young man that understands what ‘Community’ means and acts accordingly.
  HIGH ACADEMIC ACHIEVEMENT – BEYOND SERVICE LEARNING TO COMMUNITY LEADERSHIP

One student for each of the four directions.