Academic Systems Plan (ASP) Template

Applicant Name: _____New America School - Phoenix_____

Duration of the Plan: Begins July 1 and continues for two years

Applicant does not edit sections in grey

Measure	Metric	Expected/Predicted Baseline Based on Enrollment of Target Population		Annual Target For The Plan
		Math	Reading	
State standardized assessment data (school average) for target population	Percent (%) of target students who currently score proficient on the State standardized assessment	25%	50%	Meet or demonstrate sufficient progress toward the Academic Performance Expectations as set and modified periodically by the Board
	Average current target student growth percentile (SGP) on the State standardized assessment.	40%	45%	

Describe the basis for setting baseline figures for math and reading that align with the proposed target population.

Predicting baseline data for a target population that NAS-Phoenix will serve is very difficult to determine. However, we have a number of factors that will guide our best estimate for these figures.

The context for the Academic Systems Plan predictions were determined by analyzing data from the five existing New America Schools in other states that use similar standardized testing and serve a similar population. Additionally, as provided in the charts below, NAS-Phoenix determined baseline averages consistent with student achievement data from charter schools within the Phoenix Union High School District boundaries serving predominantly Hispanic and economically disadvantaged populations as described in Section A.2 of this application. NAS-Phoenix identified as benchmark schools seven charter schools within the Phoenix Union High School District attendance boundaries that met the following criteria:

- Enroll a similar number of students (approximately 100-425 students)
- Serve a similar percentage of Hispanic students (approximately 75-100%)
- Serve a similar percentage of Free and Reduced lunch eligible students (approximately 75-100%)

NAS-Phoenix has determined as a baseline the level of 25% in Math and 50% in Reading who will score passing in these two areas. NAS-Phoenix believes this proficiency level is unacceptably low as an end-goal. However, it is important to consider the fact that the majority of students who will attend the school will come with interrupted education, a history of poor academic performance and a myriad of personal challenges that have caused education not to be a primary objective in their lives. These special subgroups will include English Language Learners (ELLs), students with disabilities (SPED), students whose proficiency is in the bottom 25%, and free and reduced lunch students which serves as a proxy for poverty. With this perspective as a backdrop, the proficiency baseline figure seems to be a realistic number to begin with. It is the school's expectation that with the strategies proposed in the ASP that this baseline figure will improve considerably as students re-engage in their education and see the value of regular attendance and student achievement. The median Student Growth Percentile (SGP) on AIMS Math in these schools is 39.3. This was calculated by multiplying the SGP by the student population for each school and then averaging it for the seven schools. We will target a baseline of 40th percentile on the SGP for Math. The median Student Growth Percentile (SGP) on AIMS Reading in these schools is 46. This was calculated in the same manner as the weighted SGP for Math. We will target a baseline of 45th percentile on the SGP for Reading.

Entity ID	School Name	Total Students	% Free & Reduced	% Hispanic	Median Math SGP	% Passing Math
5480	Gateway Early College High School	248	95	88	56.5	64
5504	Genesis Academy	151	95	85	28	26
6348	West Phoenix High School	436	94	92	31	15
79570	Premier Charter High School	217	51	90	33	13
79123	RCB Medical Arts Academy	391	60	79	48	31
10749	Summit High Sch. (Kaizen Education Foundation)	346	83	81	34	9
5520	Arizona Call-A-Teen Youth Resources	78	93	95	50.5	25
	WEIGHTED AVERAGE	n/a	80	86	39.3	24.8

Entity ID	School Name	Total Students	% Free & Reduced	% Hispanic	Median Reading SGP	% Passing Reading
5480	Gateway Early College High Sch.	248	95	88	39.5	82
5504	Genesis Academy	151	95	85	27	62
6348	West Phoenix High Sch.	436	94	92	55	43
79570	Premier Charter High School	217	51	90	27	44
79123	RCB Medical Arts Academy	391	60	79	57	66
10749	Summit High Sch. (Kaizen Education Foundation)	346	83	81	50	42
5520	Arizona Call-A-Teen Youth Resources	78	93	95	34.5	54
	WEIGHTED AVERAGE	n/a	80	86	46	54.9

To measure academic progress and performance, NAS-Phoenix will use formative assessment from teachers in addition to short cycle MAP data to drive curricular and instructional decision-making throughout the year. Summative assessment goals will provide the accountability metrics to measure growth. To reiterate, while the baseline levels may not seem ambitious, NAS-Phoenix believes that the program of instruction will provide students who have faced significant obstacles on their educational journey the opportunity to grow academically and master state standards.

Note that all data referenced in the two charts above were obtained through the following websites: azcharters.org, centerforstudentachievemnet.org and azed.gov.

AREA I: Curriculum - The plan must provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system:

- *adoption of curriculum aligned to Arizona's College and Career Ready Standards;*
- *implementation of curriculum;*
- *evaluation of curriculum*
- *revision of curriculum; and*
- *adaptations to address the curriculum needs of subgroup populations.*

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Create Curriculum Committees to refine existing NAS-network curricula to align with all Arizona College and Career Ready Standards (ACCRS) and customize for the target population.	The Curriculum Committee (CC) will consist of the principal, math consultant, literacy consultant, and subject teachers. The CC will meet prior to the start of school in August to examine existing curricula provided by the NAS-network to refine and align with the ACCRS. The curriculum development will include sequencing of courses, pacing guides, unit plans, assessment practices and curriculum maps. The curriculum maps will include essential skills and knowledge, detailed lesson plans, resources, timelines and assessment rubrics. Prior to the start of school, all teachers will be provided an opportunity to create curriculum units that break standards into clear learning goals and measurable success criteria that translate into clear expectations for student learning. In order to ensure that students achieve state standards and expectations for English Language Acquisition, reading and writing	June, July and August 2016 Monthly Professional Learning Community (PLC) meetings throughout the year Annually thereafter after State released data	Principal Math consultant Reading consultant Teachers	Completed curriculum documents that include • Curriculum maps • Unit plans • lesson plans • state standards • success criteria • formative/summative assessments • resources Other evidence will include • communication of expectations to teachers that ensure fidelity of implementation • principal monitoring expectations during walkthroughs and informal classroom visits • alignment of curriculum with the standards • standards checklist that ensures all standards are covered by all teachers	Stipends for classroom teachers @ $25 hourly, Total estimated $2,500. See Start Up Budget line 19: Curriculum Development Stipends No additional cost for curriculum consultant as this work is contained within the NAS-Network contract services (line 26 Start Up Budget) No additional cost for principal as this work is included as part of the principal's job description (see Start Up Budget line 13)

	will be embedded in *all* content areas. There will be monthly PLC meetings that will further refine the curricula. After the startup year this process will be an annual event following the release of State assessment results. Gaps will be identified by subject area, standards and subgroups. Revision to the curriculum will be addressed in another section of the ASP.				
2. Create a lesson plan template that integrates the Arizona standards, SIOP and literacy strategies.	To assist in the adoption of the ACCRS the principal and teachers will develop a common lesson plan template during the Aug 2-5 pre-service. The template will identify: • standard being taught • support the teacher will provide (scaffolding or sheltering of content) • materials and resources required • how the teacher will check for understanding • formative assessment that will include an exit ticket The template will be monitored for effectiveness during PLC monthly meetings and principal observations. If necessary adjustments will be made.	August 2-5 PLC meetings each month Daily principal observations	Principal Teachers	Lesson Plan template is developed Teachers are using the template on a daily basis Effectiveness of the lesson plan structure is monitored for effectiveness by the principal during walkthroughs PLC meetings discuss the effectiveness of the template model	No additional cost: this action step is part of the principal and teachers' job descriptions
3. Monitor the implementation of the curriculum.	The principal and the Curriculum Committee (CC) will have responsibility to ensure that the curriculum developed is being	Monthly meeting of the CC	Principal Curriculum	A standards checklist is developed Walkthroughs are conducted by	No additional cost: this action step is part of the principal and teachers' job descriptions

	consistently implemented with fidelity. It will also have the task of ensuring that all the standards are being taught by all teachers in their subject areas. The tools that will be used to address their tasks will include ➢ a standards checklist ➢ daily walkthroughs by the principal ➢ monthly discussions at PLC meetings The principal and the CC will meet on a monthly basis to document their findings and for corrective action to be taken if teachers are not teaching the standards or if there are gaps in student performance. Communication on the level of curricular implementation to teachers will occur at monthly PLC meetings. When gaps in student achievement are identified, the CC in consultation with PLCs will review existing resources for possible revisions or enhancements.	Daily observations by the principal Monthly PLC discussions	Committee Teachers	the principal on a daily basis PLC agendas and minutes reflect discussions on curriculum implementation and effectiveness	
4. Assess the effectiveness of the curriculum and make adjustments where and when necessary.	The principal and the Curriculum Committee (CC) will have responsibility to monitor and evaluate the effectiveness of the written and taught curriculum and take appropriate action. At the monthly meeting of the principal and the CC, they will review reports from the data team (referenced in action 1 in Area II of the ASP). The data team will identify and track acceptable levels of student performance. In	Monthly meeting of the principal and the CC	Principal CC Data Team Teachers	Agendas and minutes of the CC meetings reflect discussions about curriculum effectiveness and revisions Problematic areas in the curriculum adjusted Specific interventions targeted for individual subgroups and appropriate resources provided	$2,000 per year for Resources for subgroups Allocation accounted for as a portion of line 40 of the Three Year Operational Budget: Curriculum and Resource Materials

	particular the data team will be responsible to disaggregate the data for the subgroups: ELL, SPED, FRL and students performing below the 25%. It will also analyze and disaggregate data received from state tests. Based on these results, the principal and CC will judge whether the unacceptable performance of students is attributed to the written curriculum or poor instruction. If curriculum is the issue then the CC will be charged to examine reasons and make appropriate changes by the start of the next quarter. If poor instruction see Area III action steps 2 and 3.			Supplementary resources developed in house for subgroups	
5. Establish a process for the annual review and revision of the curriculum.	The principal, data team, CC and teachers with the Governing Council (GC) will evaluate the curriculum process each May to ensure it is responsive to the needs of students and resulting continuous improvement. Special attention will be placed on examining the effectiveness of the curriculum as it applies to our special populations (ELLs, SPED, FRL, and low performing students). The review will consider discussions from the monthly CC meetings where gaps in student achievement were identified and suggested changes to the curriculum were made. Significant changes to the curriculum would be addressed by the curriculum committee and work would be done during the summer months.	Following the administration of MAP assessments in Fall, Winter and Spring annually May GC meeting of the Board	Principal Teachers Governing Body	Meeting summaries of the curriculum evaluation discussions and any necessary revisions determined occurring in monthly CC meetings Assessment data reports Identification of additional resources required for specific subgroups If necessary summer writing team identified and tasks assigned	Summer writing teams for curriculum revisions Approximately $2000 per year. See line 31 of the Three Year Operational Budget: Stipends for Curriculum Development and Review

AREA II: Assessment – The plan must provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance:

- *data collection from multiple assessments based on clearly defined performance measures aligned with the curriculum and instructional methodology, such as formative and summative assessments and common/benchmark assessments;*
- *adaptation to address the assessment needs of subgroup populations;*
- *analysis of assessment data to evaluate instructional and curricular effectiveness and to make adjustments in a timely manner; and*
- *data collection and analysis during the school year that will allow valid and reliable comparisons of student growth and proficiency from year to year.*

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Establish a data team to administer, collect and analyze student data from multiple sources including standardized assessment instruments (MAP), classroom formative and summative assessments and state tests.	Prior to school start in August 2016, the principal and teachers will determine the composition of the data team. At a minimum it will consist of the principal, and a teacher representative from each of the Math and English departments. The data team will meet monthly to collect classroom data on student performance. It will also coordinate the school wide assessment in MAP testing three times a year in the Fall, Winter and Spring. The data team will identify and track acceptable levels of student performance. In particular the data team will be responsible to disaggregate the data for the subgroups: ELL, SPED, FRL and students performing below the 25%. It will also analyze and disaggregate data received from state tests.	Student achievement received monthly from teachers MAP testing conducted in Fall, Winter and Spring Shortly after state test results are received	Data team	Monthly agendas from the data team Minutes of data teams Classroom achievement scores analyzed MAP tests administered three times a year 95% participation rates in MAP testing Each student receives a MAP growth target based on baseline RIT score Student growth benchmarks established and growth tracked Subgroup data disaggregated and targeted intervention identified Information communicated to teachers Adjustment to instruction and curriculum addressed	Cost for MAP testing included in the next action step. No additional cost: this action step is part of the principal and teachers' job descriptions
2. Purchase North West Evaluation Association (NWEA) MAP testing for the purpose of short cycle assessments to	Measures of Academic Progress (MAP) are nationally normed adaptive tests in Math, Reading, Writing Language Usage and Science. They are valid, reliable and aligned with the Arizona state standards.	July 2016 Fall Winter Spring	Data team	95% participation rate taking MAP tests School-wide Assessment Calendar developed listing window for state assessments and school based testing.	$10 per student. Anticipated cost approximately $2,000 in Year 1 Allocation accounted for as a portion of line 36 of Three Year Operational

be administered in Fall, Winter, and Spring.	MAP assessments will be scheduled in the Fall, Winter, and Spring in order to evaluate student achievement, student growth and alignment of curricula. NAS-Phoenix anticipates the curriculum evolving and becoming more effective as teachers reflect upon and respond to multiple sources of student achievement data. Beginning in August 2016, baseline achievement data will be used to group students into appropriate RTI tiered groups for additional support throughout the school year. Teachers will also provide structured and targeted re-teaching opportunities every Friday to ensure all students are mastering the content. Using MAP data, summative data from the state assessment, and surveys, NAS-Phoenix and its Governing Council will evaluate the curriculum process each May to ensure it is responsive to the needs of students and resulting in improved learning.				Budget: Instructional Consumables
3. Conduct classroom walkthroughs, informal and formal observations with feedback provided to teachers to assess instruction and curriculum effectiveness.	NAS-Phoenix believes that ongoing support and observation of its teachers renders higher student achievement in the classroom. To this end, NAS-Phoenix will employ a rigorous evaluation process based on the four-domain framework developed by Charlotte Danielson, which has proven effective during the last six years in other New America Schools for monitoring the integration of state standards into instruction. The following tools will be used to assess curricular and	Daily walkthroughs Monthly peer observations Twice annual formal evaluation of teachers Monthly CC	Principal Classroom Teachers(peer observations) CC	Peer Observation Forms developed and used Completed walkthrough observations and feedback on a daily basis Agendas and minutes of CC monthly meetings reflect discussions of instructional and curricular effectiveness	No additional cost: this action step is part of the principal and teachers' job descriptions

	instructional effectiveness: • Daily classroom walkthroughs conducted by Principal with feedback summary provided to teacher. • Monthly informal peer observations • Formal evaluations conducted twice annually by Principal • Feedback of findings to CC for action	meetings		Adjustments to instructional practices if required Adjustments to curriculum if required In-house resources developed	
4. Schedule re-teaching and remediation opportunities for students.	The school will operate 4 days per week. Opportunities will be provided before and after school for student remediation. Students who are not achieving will be required to attend Friday classes in Math and Reading/Writing. Students will be identified by the data team based on their classroom performance and MAP testing.	Daily remediation Weekly classes on Fridays	Principal Reading and Math Teachers Teachers	Student attendance on Friday monitored Student achievement of students attending Friday classes tracked Subgroup achievement monitored Additional curricular resources developed for specific subgroups	Anticipate remedial tutoring in Math and Reading for 4 hours/Friday @ $25/hour Total cost approximately $3,000. See Three Year Operational Budget line 32: Stipends for Tutoring Remediation Classes
5. Analyze student performance and growth data.	It will be the responsibility of the Data Team to collect and analyze student performance and growth data. Student performance will be collected monthly from each teacher and analyzed to ensure acceptable levels. MAP results will be an excellent tool to judge student growth from Fall to Winter to Spring. All data will be tracked on a monthly, quarterly and yearly basis.	Monthly Fall, Winter, Spring	Principal Data Team Teachers CC	Student performance data collected monthly Agendas and minutes of Data Team meetings reflect collection and analysis of performance and growth data for students Subgroup data tracked for performance and growth MAP testing conducted Fall, Winter and Spring For each student, performance and growth data compiled in a spreadsheet for dissemination and action CC receives feedback for	No additional cost: this action step is part of the principal and teachers' job descriptions

				curricular issues affecting student achievement and records for future action	

AREA III: Monitoring Instruction – The plan must provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction:

- *monitoring the integration of Arizona's College and Career Ready Standards;*
- *evaluating instructional practices;*
- *evaluating instructional practices targeted to address the needs of subgroup populations; and*
- *providing analysis and feedback to further develop instructional quality and standards integration.*

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Establish and communicate to teachers the process that will be used to monitor, evaluate quality instruction in the classroom and the integration of the ACCRS.	It will be the primary responsibility of the principal, as instructional leader, to ensure that quality instruction is occurring on a daily basis. This will be comprised of formal and informal observations. For informal observation the principal will conduct daily walkthrough visits to each classroom. The visit will likely be 5-10 minutes every day. The principal will use two tools during the visit. An ACCRS form will track if the standard is being taught with fidelity. An Instruction Quality Form will indicate whether the teacher is utilizing appropriate instructional methodologies to address the learners in the classroom. For example, is the teacher using the lesson plan template? Is the teacher using sheltered instruction for ELL students? Are the students engaged and on task? Feedback from the visit will be communicated to teachers on a daily basis and where	Daily	Principal Teachers	Staff meeting agenda and minutes indicating methodology for walkthroughs ACCRS Tracking Form developed and explained Standards are tracked Quality Instruction Form developed and explained Daily feedback to teachers available on file High importance areas of concern will be addressed at PD sessions Teachers requiring additional support identified and support plan established	No additional cost: this action step is part of the principal and teachers' job descriptions

	appropriate follow-up conversations may be necessary when significant issues arise. Specific or group concerns will be identified and actioned as PD follow-up. Expectations of the principal and the methodology that the principal will use (criteria/rubric) will be shared with teachers. Formal observations will be addressed in action step 3.				
2. Monitor the effectiveness of instruction for subgroups through analysis of student achievement data.	The data team will present to teachers at monthly PLC meetings data received from classroom teachers, MAP testing and state tests. These data will be disaggregated by subgroup and by teacher. Performance for each subgroup will determine trends or patterns by teacher that may be symptomatic of poor instruction or the need for additional resources. Where instruction is the issue coaching or professional development support will be provided to the teacher. Where additional resources are required these will be purchased. Where the curriculum is the issue this will be addressed in the curriculum review and revision process in May of each year.	Monthly May	Data Team Principal Teachers	PLC agendas and minutes reflect subgroup data analysis Data team presents accumulated assessment data from multiple sources to teachers Data is disaggregated by subgroup and by teacher PLC determines area of concern ➢ instruction ➢ resources ➢ curriculum Remediation opportunities for students are determined Differentiation strategies implemented Subgroups are closely monitored and strategic intervention implemented is examined for effectiveness	No additional cost: this action step is part of the principal and teachers' job descriptions Costs for resources and curriculum revision are addressed in other sections of the ASP
3. Conduct formal evaluations with feedback provided to teachers.	In addition to daily walkthrough observations, the principal will conduct formal evaluations of every teacher twice per year. To this end, the principal will employ a rigorous nationally	Formal evaluations are scheduled twice a year for each teacher	Principal	Schedule of teacher evaluations prepared and teachers informed Teacher evaluations completed Coaching/support provided to struggling teachers	No additional cost: this action step is part of the principal's job description

	recognized evaluation process based on the four-domain framework developed by Charlotte Danielson. This tool is highly effective in determining degree of implementation of intended curriculum, fidelity to state standards and quality instruction for students. The Teacher Evaluation Framework is comprised of the following elements: • Formal evaluations conducted twice annually by Principal. • Each domain identifies key areas for quality instruction • Look-fors are available for teachers that the principal will observe • A pre-conference identifies what the principal will be observing and requests what the teacher wishes the principal to observe • A formal observation of a minimum one hour will be conducted at a pre-determined time • A post-conference with the principal and teacher will provide feedback on the observation • When significant issues arise a follow-up visit will be scheduled and a growth plan for the teacher established • The principal will document teacher instructional issues and plan for professional training during PD days			Professional training reflects teacher needs in the area of quality instruction	

AREA IV: Professional Development – The plan must provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system:

- *identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;*
- *identifying and providing professional development that supports teachers of subgroup populations;*
- *supporting high quality implementation of the strategies learned in professional development; and*
- *providing monitoring and follow-up to support and develop implementation of the strategies learned in professional development.*

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Develop an annual professional development plan for the 2016-2017 school year.	The principal and teachers will meet prior to the start of the school year (August 2-5) for staff orientation and to formulate the PD plan. The school calendar has blocked off one Friday per month specifically for PD sessions. Included in the PD will be areas of high importance that all teachers will attend. These include ➢ SIOP training ➢ Model Performance Indicator (MPI) training ➢ MAP training ➢ Cultural sensitivity ➢ Differentiation of instruction ➢ Classroom management ➢ Curriculum planning ➢ Using data to inform instruction ➢ Specialized sessions for the four subgroups The structure for the day will include a morning session (9:00-noon) where a key topic (listed) above will be presented, and an afternoon Professional Learning Community (PLC) session (12:30-4:00) that will focus primarily on curriculum development, developing assessment	August 4-5 Sept 9 Oct 7 Nov 18 Dec 2 Jan 6 Feb 6 Mar 3 April 14 May 5	Principal Teachers Consultants as required ➢ SIOP ➢ MAP ➢ Differentiation	Agendas for all PD sessions Sign-in sheets Exit tickets from staff to ascertain value of PD sessions reviewed Feedback reflected in future PD Ideas and strategies discussed in PD sessions used in classroom practices Sheltered instruction witnessed in all content areas MAP reports used by teachers to differentiate classroom instruction DesCartes reports from MAP used to indicate standards not being met by students MPIs used in every lesson plan Classroom management is not a significant issue for teachers Instructional methodologies address the needs of the four subgroups	SIOP consultant $500 MAP training $1000 Differentiation $500 Expenditures are accounted for as a portion of Year 1 of Three Year operational budget line 44: Other Professional Development

	instruments, and monitoring student progress. One of the "non-negotiables" in high-performing schools is collaboration within a culture of evidence rather than "one shot workshops." To that end, teachers will work in Professional Learning Communities (PLCs) to discuss students, monitor their goals, success and achievement on a regular basis. This will allow the school to establish strategic intervention plans to preempt credit failure or student dropout, thus resulting in improved educational performance. In addition to the monthly PLC sessions embedded in the PD day, a minimum of 90 minutes per month is built into the school schedule for PLC work.				
2. Provide professional training for staff in MAP testing to report and analyze student achievement data and create appropriate intervention for subgroups.	The principal and teachers will establish norms for collaborative professional learning and protocols for PLCs so that teams of teachers can interpret student assessment results and address these with instructional strategies that maximize student engagement, improve academic achievement, and lead to mastery of ACCRS. Teachers will receive feedback by the principal on a continual basis through the use of focused classroom walkthroughs, peer observations, informal observations and formal evaluations using tools specifically designed to measure individual teachers' effectiveness.	August 2-5 Sept 9 Monthly PLC meetings Daily walkthroughs by the principal Winter, Fall, Spring MAP testing	Principal Data Team MAP consultant Teachers	Sign-in sheets All teachers can access MAP data to plan targeted interventions Teachers use MAP reports to improve student achievement for the four subgroups DesCartes reports from MAP used to indicate standards not being met by students In-house curricular resources developed and used to close the achievement gaps for	Cost for MAP training allocated in action step 1 above

				students especially four subgroups	
3. Conduct a needs assessment to determine professional learning needs of teachers.	Multiple data sources will be used to determine professional learning needs for educators, including teacher self-assessments, student achievement data from formative and summative assessments, and any gaps that are identified during a rigorous hiring process that includes a teaching demonstration. On an ongoing basis, the principal and teachers will collaborate to research and locate professional learning opportunities that support the specific needs of NAS students. The principal will determine from the feedback received whether the professional training needs are teacher specific or one that will benefit a significant number of teachers. If teacher specific, a peer mentor can be assigned to assist the teacher. If it is an area of high importance then this will be scheduled as part of the Friday full day PD.	Prior to start of school annually, and ongoing quarterly thereafter	Principal Teachers	Completed Needs Assessments Needs assessment analyzed to determine teacher-specific or high importance areas of need Peer mentors or coaches assigned PD calendar developed to reflect teacher needs	No additional cost: this action step is part of the principal and teachers' job descriptions
4. Provide ongoing job-embedded professional development in Sheltered Instruction Observation Protocol (SIOP).	There will be a significant overlap in the four subgroups that will be part of the total student population. The majority of students will be ELLs. Many ELLs will also be FRL and a majority will be low performing (less than 25%). As such scaffolding and sheltering of instruction will be paramount. The SIOP model referenced in detail in the body of the report is a nationally recognized support for	Aug 2-5 Monthly PLC meetings October 7	Principal Teachers SIOP consultant	Walk through observation data Formal teacher observations Classroom visuals such as word walls Lesson plan checks Agenda for October 7 reflects full day SIOP training Sign-in sheets Exit tickets from staff to ascertain value of PD	No additional cost: this action step is part of the principal and teachers' job descriptions Cost for SIOP consultant allocated in action step 1 above

	this subgroup. The principal will ensure the entire teaching staff is familiar with the SIOP model and how to modify their instructional classroom practices to accommodate for this subgroup. SIOP will be presented to staff by a SIOP consultant during the Aug 2-5 pre-service period and in the October 7th full day PD. Monthly discussions at PLC meetings will further discuss SIOP strategies and techniques. The principal will coordinate and monitor SIOP's effectiveness by walkthroughs and formal evaluation of teachers.			sessions reviewed Evidence of implementation of SIOP practices reflected in classroom instruction Student performance and growth improves especially for subgroups	
5. Provide professional development in literacy strategies across the curriculum.	The principal and teachers will discuss a number of nationally recognized reading strategies to improve student reading. During the August 2-5 pre-service a number of reading strategies will be introduced for all teachers to use on a daily basis. These will include: silent reading, and reading for purpose that will be part of every class irrespective of subject area. A rubric that determines level of implementation for these two reading strategies will be developed. The principal will use this Reading Rubric as part of the daily walkthroughs and formal evaluations of teachers.	August 2-5 Daily principal walkthroughs	Principal Teachers	Implementation rubric for Silent Reading and Purposeful Reading developed and communicated to teachers Silent Reading and Purposeful Reading embedded in daily lessons Reading scores of students increase over intervals of time	No additional cost: this action step is part of the principal and teachers' job descriptions
6. Evaluate the effectiveness of Professional Development and revise as necessary.	The effectiveness of the school's PD plan will be assessed by the principal and teachers and adjusted as necessary at the end of each semester. The principal will use data	End of each semester Monthly feedback	Principal and teachers	Survey results from teachers on PD effectiveness Survey from teachers identifying individual needs Survey from teachers identifying areas of high	No additional cost: this action step is part of the principal and teachers' job description

	gathered during daily walkthroughs and formal evaluations to determine whether the strategies and ideas learned in PD sessions have improved student achievement and classroom practices. Feedback from PLC sessions will also inform the effectiveness and quality of the PD training provided to teachers.	from PLCs Daily feedback from principal walkthroughs		importance Completed instructional observations and teacher evaluations by the principal Ideas and strategies discussed in PD sessions used in classroom instructional practices	