Demonstration of Sufficient Progress

DSP Report

Charter Holder Name: Jose Frisby and Steve Carvalho
School(s): Omega Alpha Academy
Date Submitted: February 27, 2015
Purpose of Demonstration of Sufficient Progress *(check one):*

☐ Annual Monitoring
☐ Interval Review
☒ Renewal
☐ Failing School
☐ Expansion Request

Academic Dashboard Year *(check all that apply)*:

☒ FY2013
☒ FY2014

Directions:

A. Locate and download "Demonstration of Sufficient Progress Process and Instructions" from the Board's website or the Help files on ASBCS Online. Read the instructions carefully and view the DSP Online Technical Assistance presentation before starting.
   a. To locate the "Demonstration of Sufficient Progress Process and Instructions" on the Board's website:
      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Demonstration of Sufficient Progress" section.
      vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

   b. To locate the "Demonstration of Sufficient Progress Process and Instructions" on ASBCS Online:
      i. Go to ASBCS Online (http://online.asbcs.az.gov)
      ii. Log in using the user name and password of the Charter Representative
      iii. If you do not remember your password, locate the "Forgot Password" icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator (charterschoolboard@asbcs.az.gov) with instructions.
      iv. Locate the "Help" section of the Dashboard.
      v. Select "Online Help"
      vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

   c. To locate the DSP Online Technical Assistance presentations on the Board's website:
      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Demonstration of Sufficient Progress" section.
      vi. Locate and click the link for the DSP Online Technical Assistance presentation you wish to view.

B. Complete the template by providing a clear and concise written answer for each question. The suggested word count is no more than 400 words per question. In addition, list the names of all documents that serve as evidence of implementation of the process described in the answer. Reference evidence listed in the Charter Holder's Performance Management Plan when listing evidence of implementation.

Area I: Data

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard.[1] The Charter Holder must copy and paste the entire Data area for each school.

School Name: __Omega Alpha Academy___

Dashboard Ratings for All Measures					
Measure	Prior Year Dashboard		Current Year Dashboard		Data Required for Report
	Meets Exceeds	Does Not Meet Falls Far Below No Rating	Meets Exceeds	Does Not Meet Falls Far Below No Rating	
Student Median Growth Percentile (SGP) - Math	☒	☐	☒	☐	☐
Student Median Growth Percentile (SGP) – Reading	☒	☐	☒	☐	☐
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☒	☐	☒	☐	☐
Improvement – Math (Alternative High Schools Only)	☐	☐	☐	☐	☐
Improvement – Reading (Alternative High Schools Only)	☐	☐	☐	☐	☐
Percent Passing – Math	☐	☒	☐	☒	☒
Percent Passing – Reading	☐	☒	☒	☐	☒
Subgroup, ELL – Math	☐	☒	☐	☒	☒
Subgroup, ELL – Reading	☐	☒	☒	☐	☒
Subgroup, FRL – Math	☐	☒	☐	☒	☒
Subgroup, FRL – Reading	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Math	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Reading	☐	☒	☐	☒	☒
High School Graduation Rate	☐	☒	☐	☒	☒
Academic Persistence (Alternative Schools Only)	☐	☐	☐	☐	☐

[1] If the Charter Holder is completing the DSP process as part of an amendment or notification request, follow the directions provided in the amendment or notification instructions.

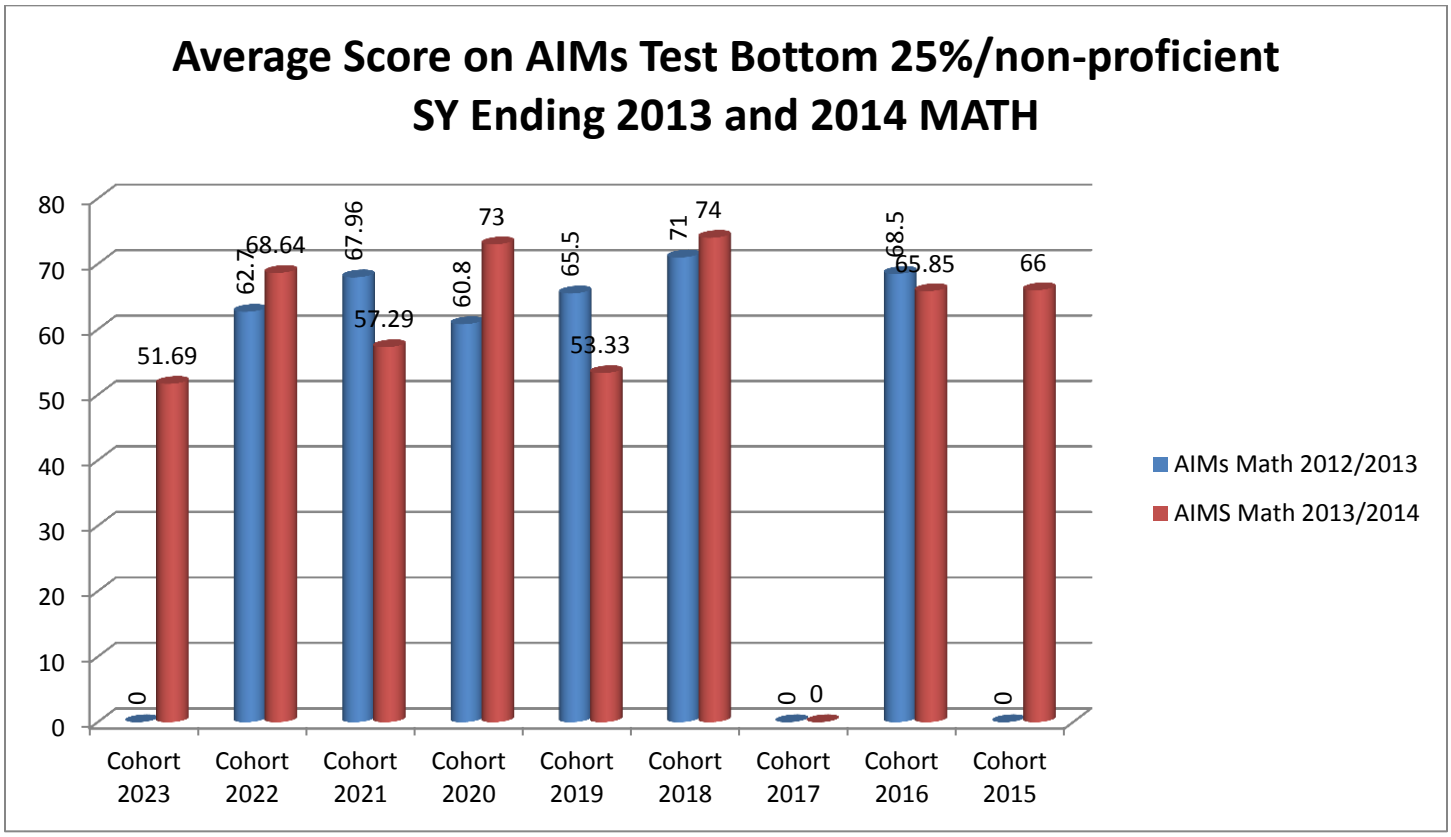
Data for All Applicable Measures and Subgroups

1. **What year-over-year comparative data generated from internal sources demonstrates improved academic performance in the current year as compared to the prior year? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

Directions: Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide valid and reliable comparative year-over-year data and analysis generated from internal assessment sources that demonstrates and evaluates the change in academic performance for all required measures for the **current and prior school years**. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board's academic expectations and must:

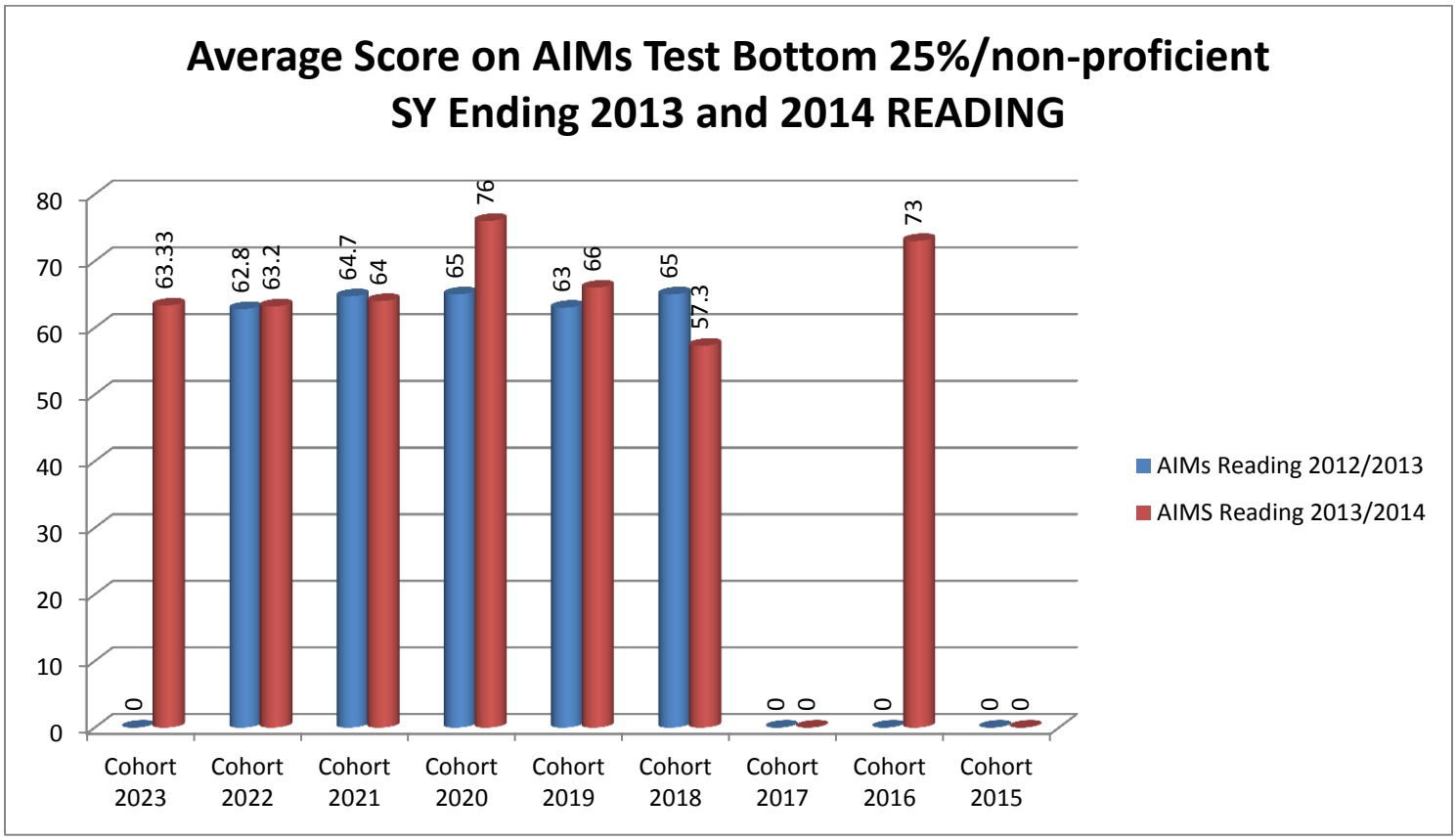
- clearly label all data to demonstrate which measure(s) it addresses,
- provide data that is a valid and reliable indicator for each measure,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

Insert Student Median Growth Percentile (SGP), Bottom 25%,- Math data here:



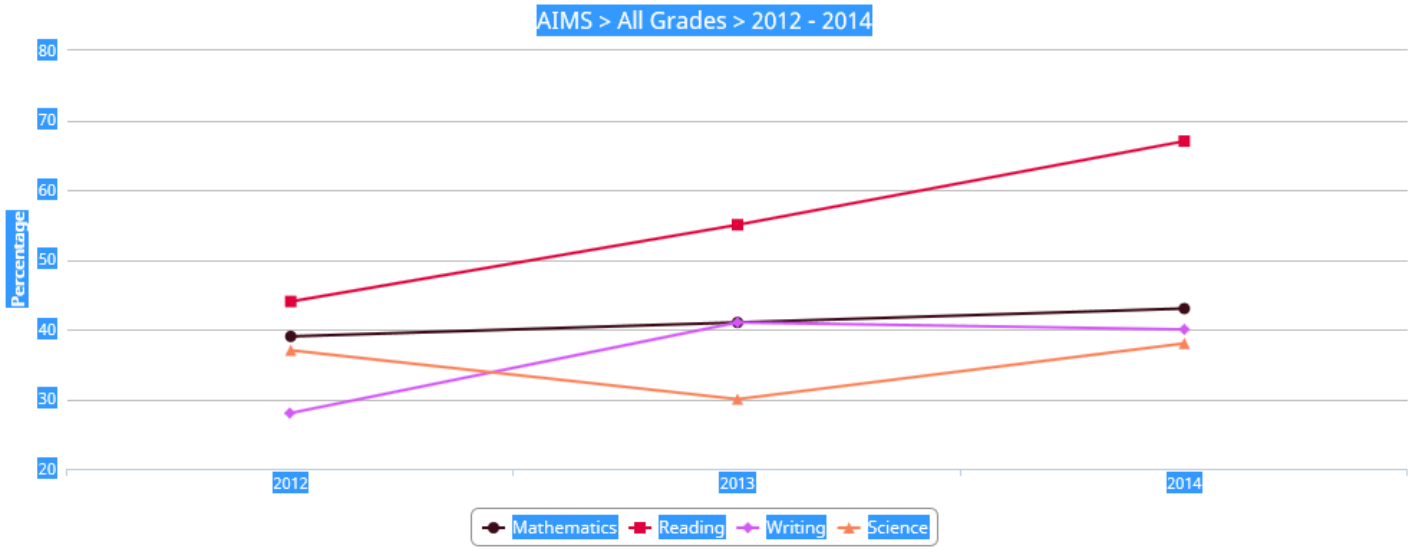
*Scores of zero indicate that there were no students in that cohort who are in the bottom 25 %.

Insert Student Median Growth Percentile (SGP), Bottom 25%,- Reading data here:



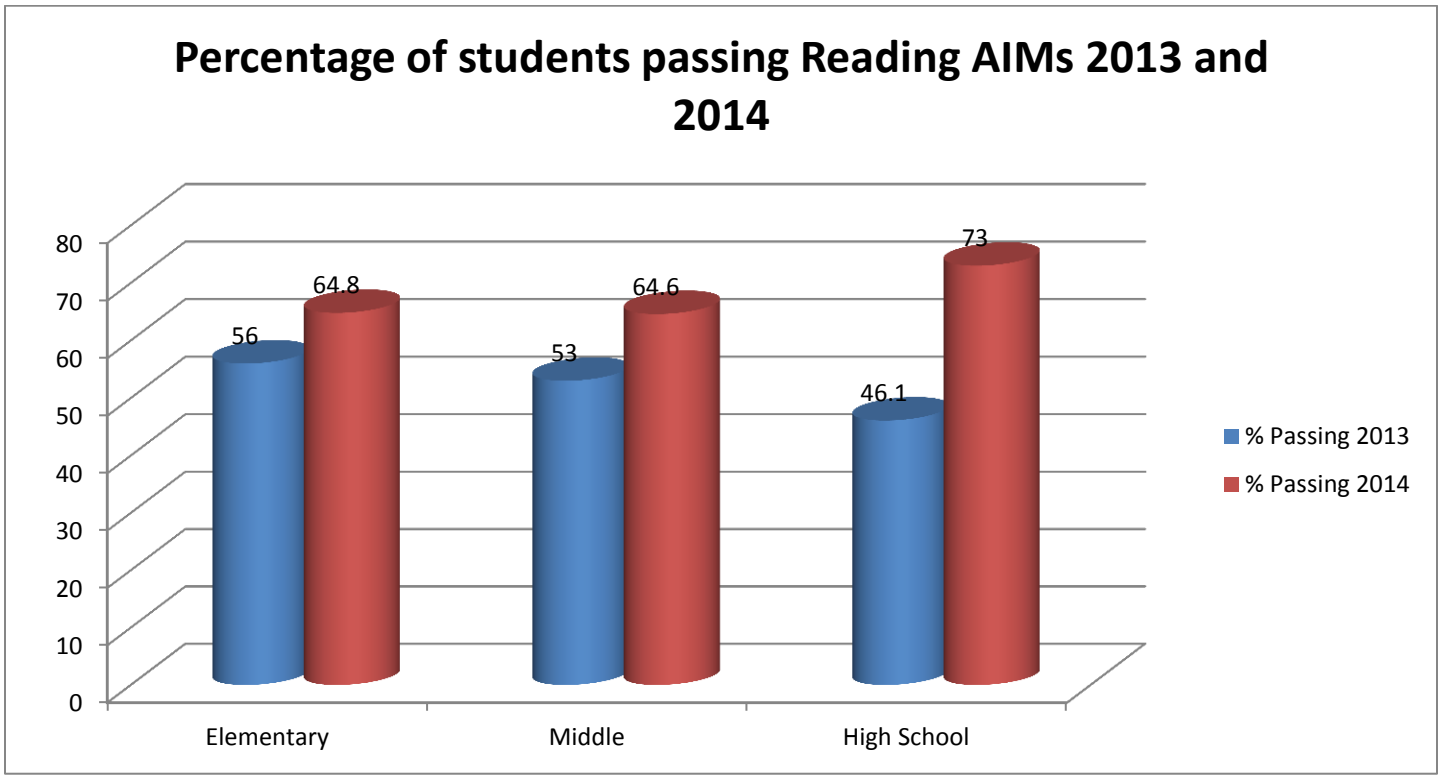
*Scores of zero indicate that there were no students in that cohort who are in the bottom 25%

Insert Percent Passing – Math data here:

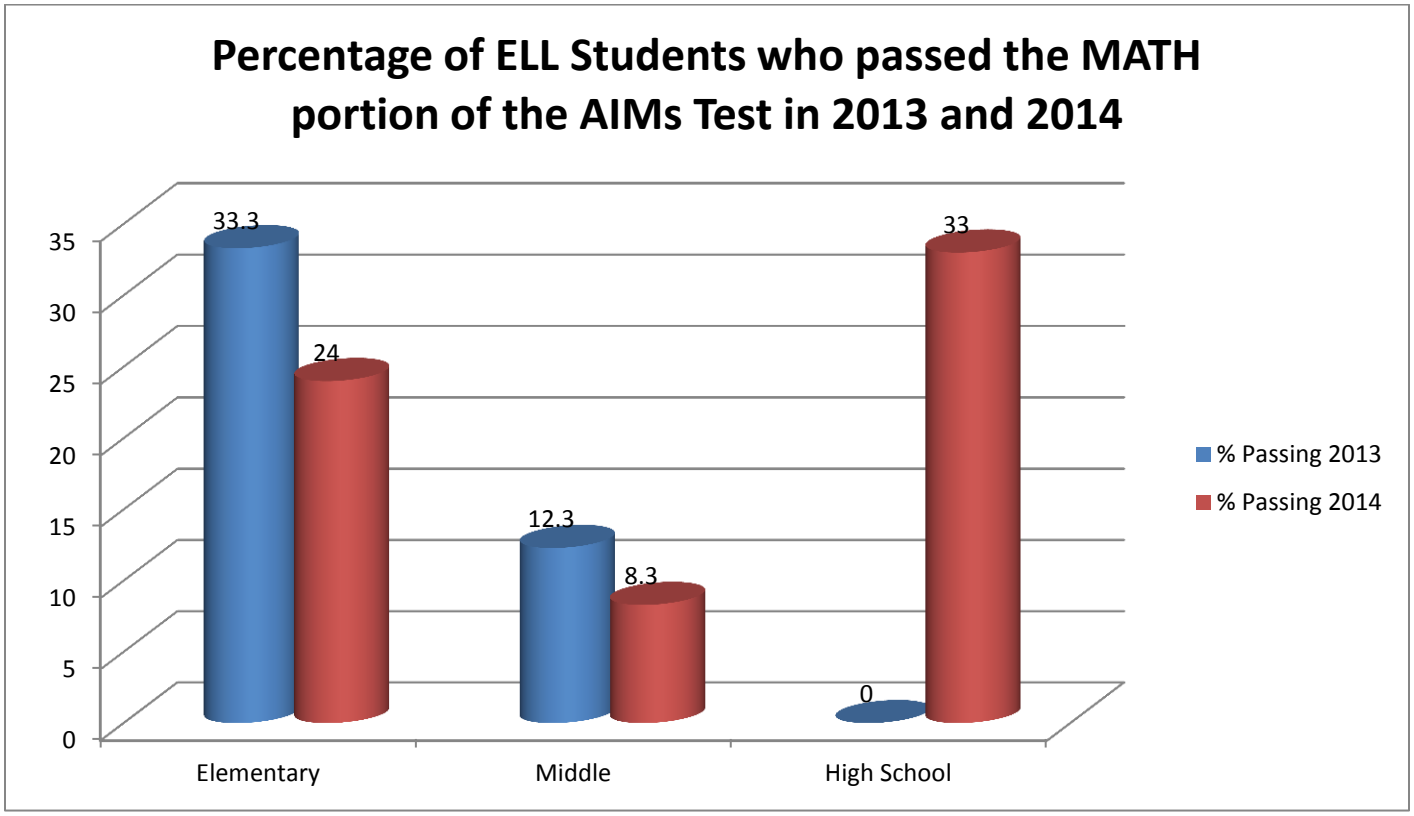


*information derived from the Arizona Department of Education Website

Insert Percent Passing – Reading data here:

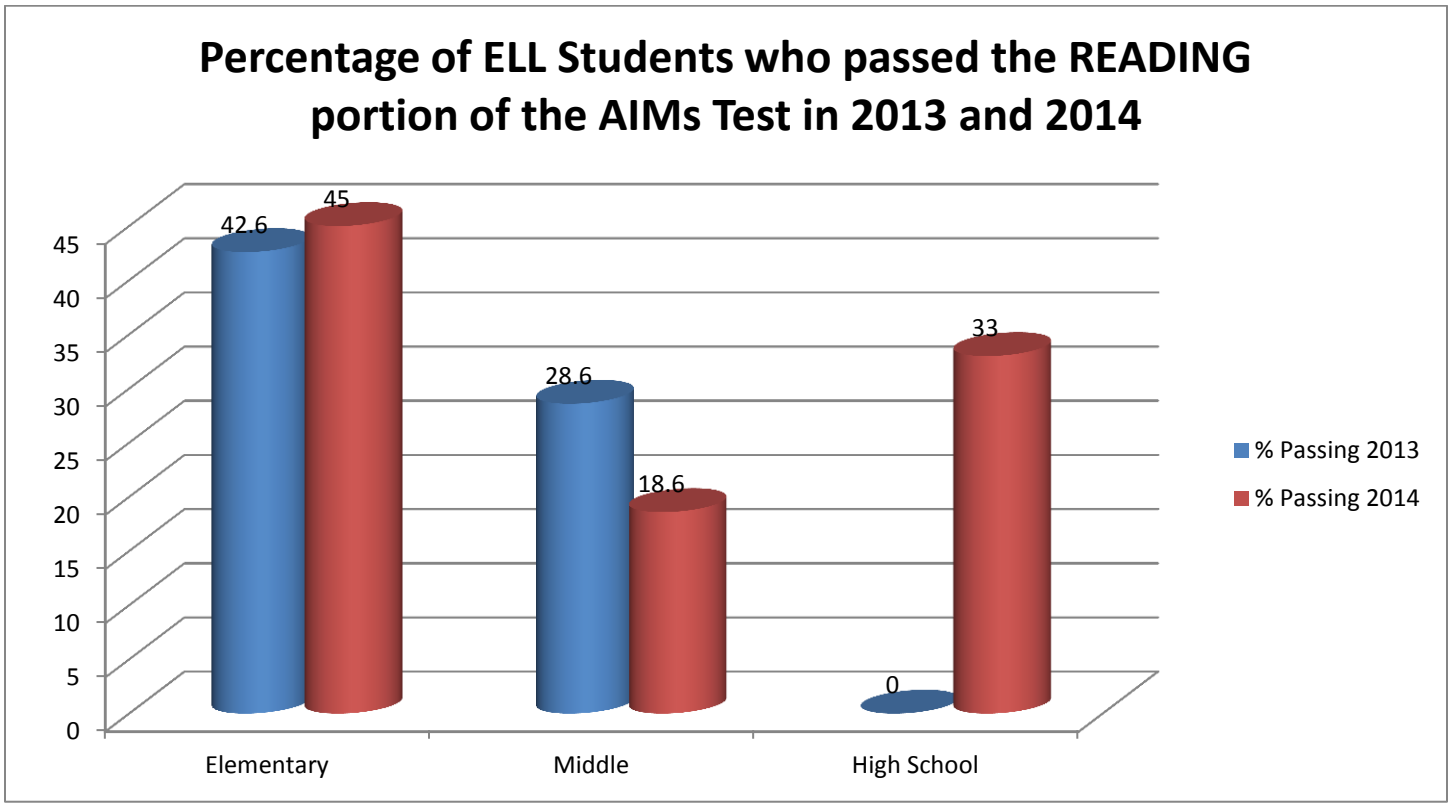


Insert Subgroup, ELL – Math data here:



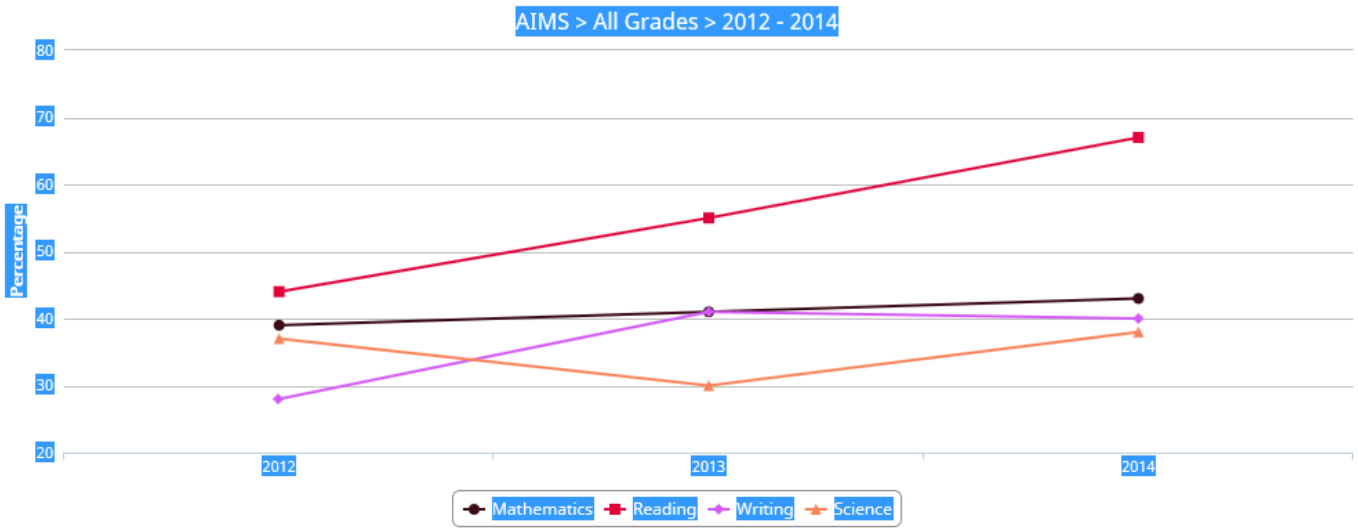
*There were no ELL students who passed the H.S. AIMs test in 2013.

Insert Subgroup, ELL – Reading data here:



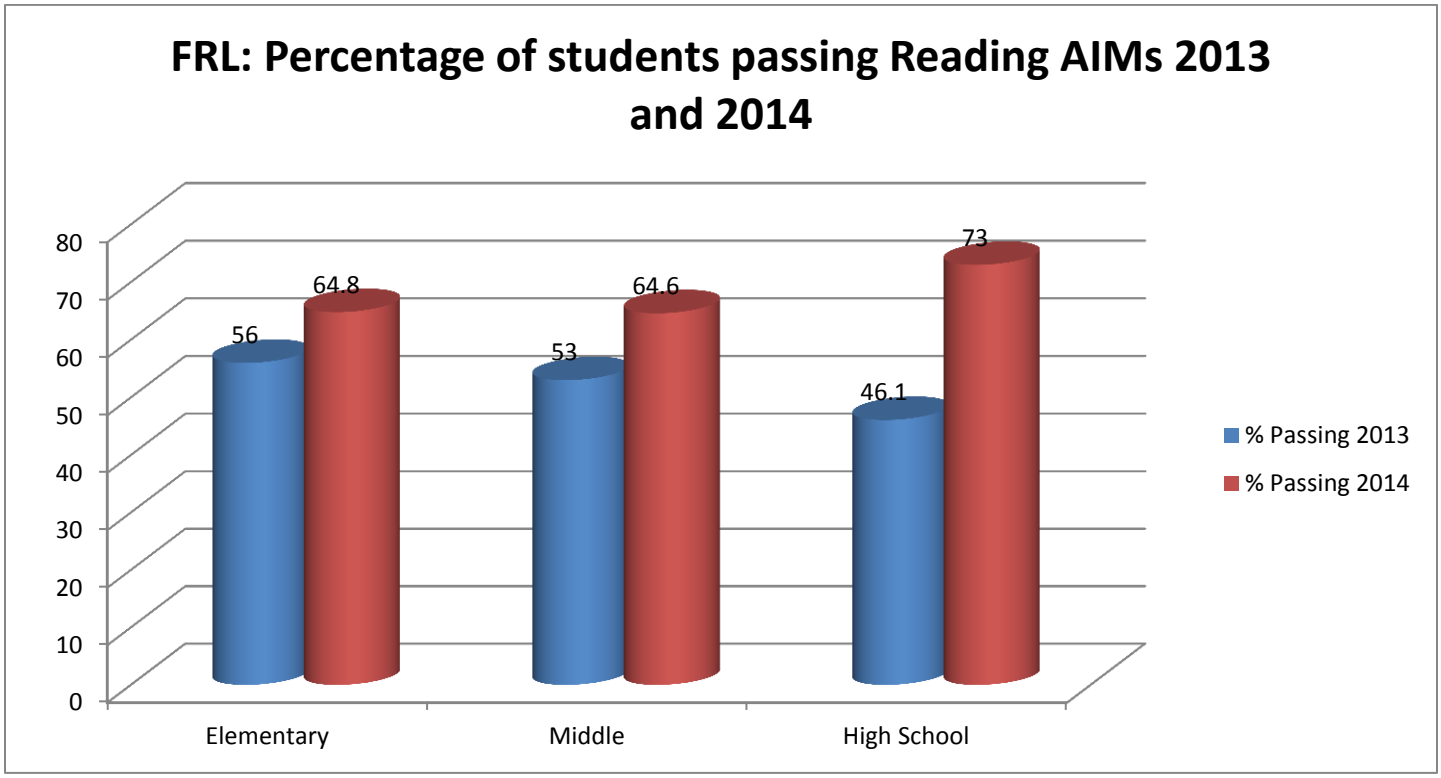
*In 2013 there were no ELL students who passed the Reading portion of the AIMs test in High School.

Insert Subgroup, FRL – Math data here:



*95% of our student population is FRL. Information has been derived from the Arizona Department of Education website.

Insert Subgroup, FRL – Reading data here:



*95% of our student population is FRL.

Subgroup, students with disabilities Special Education AIMS/AIMS-A Comparison Report – MATH

#	Grade	Math 12/13		Math 13/14		I/R
1	K	X	X	X	X	X
2	1	X	X	X	X	X
3	2	X	X	X	X	X
4	2	X	X	X	X	X
5	2	X	X	X	X	X
6	2	X	X	X	X	X
7	3	X	X	284	FFB	
8	4	X	X	316	FFB	X
9	4	X	X	284	FFB	X
10	4	X	X	1300	E	X
11	5	287	FFB	334	FFB	/
12	5	304	FFB	324	FFB	/
13	5	287	FFB	324	FFB	/
14	5	X	FFB	324	FFB	/
15	6	323	FFB	345	FFB	/
16	6	X		323	FFB	/
17	6	301	FFB	304	FFB	/
18	6	330	FFB	*	x	
19	6	337	FFB	352	FFB	/
20	6	355	A	348	FFB	R
21	6	X	X	1372	E	
22	7	X	X	357	FFB	X
23	7	X	X	1313	M	X
24	8	356	FFB	397	FFB	/
25	8	409	A	409	A	/
26	8					
27	8	341	FFB	367	FFB	/
28	8	359	FFB	381	FFB	/
29	8	357	FFB	367	FFB	/
30	8	348	FFB	346	FFB	/
31	9	375	FFB	X	X	X
32	9	457	FFB	X	X	
33	10	X	X	430	FFB	X
34	11	X	X	458	FFB	X
35	12	X	X	483	A	X

* This student did not have a valid attempt

E=Exceeds
M=Meets
A= Approaches
FFB= Falls Far Below

Demonstration of Sufficient Progress Report

#	Grade	Reading 12/13		Reading 13/14		I/R
1	K	X	X	X	X	X
2	1	X	X	X	X	X
3	2	X	X	X	X	X
4	2	X	X	X	X	X
5	2	X	X	X	X	X
6	2	X	X	X	X	X
7	3	X	X			X
8	4	X	X	X	X	X
9	4	X	X	415	A	X
10	4	X	X	1316	E	X
11	5	429	A	395	FFB	R
12	5	426	A	422	FFB	R
13	5	432	A	472	M	I
14	5	X	X	479	M	/
15	6	408	FFB	441	A	I
16	6	X	x	402	FFB	X
17	6	430	A	436	A	/
18	6	449	A	449	A	/
19	6	413	FFB	473	A	I
20	6	511	M	516	M	/
21	6	X	X	1500	E	x
22	7	X	X	467	A	x
23	7	x	x	1278	M	x
24	8	474	A	455	A	
25	8	511	M	511	M	/
26	8					
27	8	478	A	494	A	/
28	8	462	A	450	FFB	R
29	8	439	A	468	A	/
30	8	474	A	464	A	/
31	9	475	A	X	X	X
32	9	445	F	X	X	X
33	10	X	X	X	X	X
34	11	X	X	646	A	
35	12	681	M	X	X	X

* This student did not have a valid attempt

E=Exceeds
M=Meets
A= Approaches
FFB= Falls Far Below

	Students did not test for AIMS due to grade level
	Students taking AIMs-A

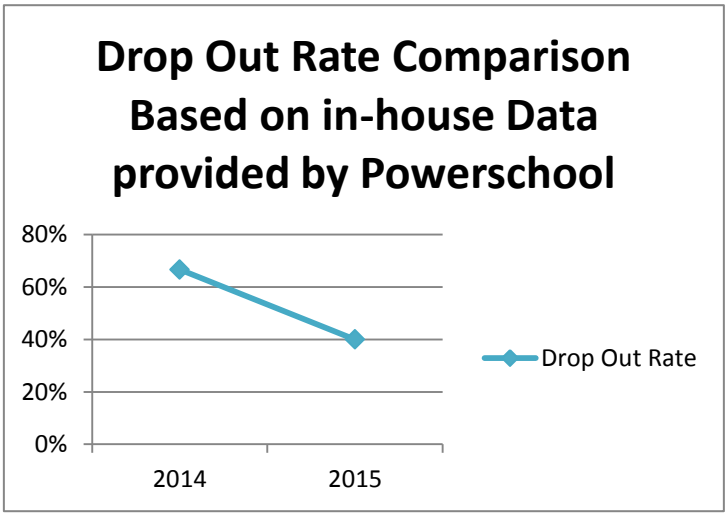
Insert High School Graduation Rate data here:

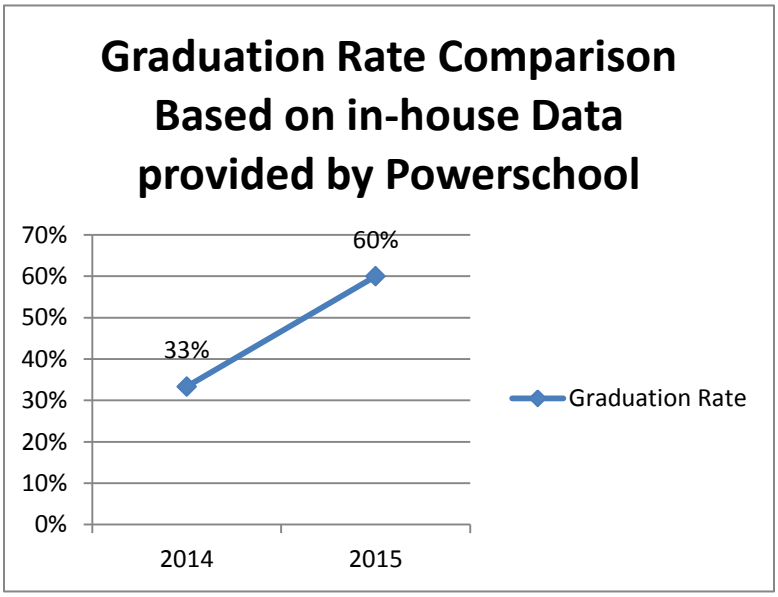
Graduating Class 2013

Student	Reason	Count towards Grad Rate? Y or N	Positive = P Negative= N
A	Transferred	N	*
B	Graduated from OAA	Y	P
C	Transferred	Y	N
D	Long Term	N	*
E	Long Term	Y	N
F	Graduated from OAA	Y	P
G	Transferred	N	*
H	Long Term	Y	N
I	Received GED	Y	N
J	Long Term	N	*
K	Transferred	Y	N
L	Transferred	N	*
M	Graduated from OAA	Y	P
N	Graduated from OAA	Y	P
O	Graduated from OAA	Y	P
P	Transferred	Y	N
Q	Drop-Out Pregnancy	Y	N
R	Transferred	Y	N
S	Drop-Out	Y	N
T	Transferred	N	*
U	Transferred	N	*
V	Drop-Out	Y	N

Graduating Class 2014

Student	Reason	Count towards Grad Rate? Y or N	Positive = P Negative= N
A	Transferred	N	*
B	Transferred	N	*
C	Transferred	N	*
D	Enrolled at OAA	Y	P
E	Enrolled at OAA	Y	P
F	Drop-Out	Y	N
G	Transferred	N	*
H	Drop-out 10 consecutive Absences	Y	N
I	Transferred	N	*
J	Enrolled at OAA	Y	P
K	Transferred	N	*





*Long Term = Suspension for the remainder of the semester or year. If we do not have record of the student request for records from another school, the student is considered as a 'drop-out' as we do not have record of their continuing education.

**OAA is located directly across the street from the City's District High School. Because of the size, the High School at the district is able to provide many electives and sports that Omega cannot offer simply due to size and student enrollment.

Valid and Reliable Data

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

- The above data is a compilation of scores give to Omega Alpha Academy by the Arizona Department of Education Assessment division.
- The data is based on Omega Alpha Academy's past year's AIMs test scores and AZELLA proficiencies and subgroup indicators both provided by the state of Arizona. This data is reflected on student reports given to the Charter Holder from the Arizona Department of Education.
- In 2014, OAA switched its in-house benchmark assessments to Advanced Technology Incorporated (ATI) – Galileo, which is administered through a third party.
- Their assessments are based on the CCSS and have shown success for other districts.
- Therefore, there are not benchmark assessments to which the current year can be compared with the newly implemented benchmark assessments.
- Even though the school has administered benchmark assessments for the past 3 years, the data is insufficient comparable to current benchmark assessments.

Because of this, the Charter holder Decided to implement the data from the State assessments as this is reliable and valid.

Conclusions Drawn From Data

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

The Charter Holder has disaggregated the data for each measure that does not meet the Board's academic performance expectations by compiling all student scores and identifying which subgroups need priority focus. Even though all of the subgroups are important, the subgroup in need of most help becomes the primary area of focus.

As the data represents, slight positive shifts in the overall academic performance of the school has become a trend. This attributed to different professional development the administrative team has attended, such as attending National Institute for School Leadership (NISL) with Teri Regan, utilizing schools implementation coach Dr. Adler, consulting with the Director of Evaluation and Cross divisional Collaboration at ADE and other various educational methodologies the analysis of the data indicates the school is moving in a positive direction in most categories.

Omega Alpha Academy has successfully met the Student Median Growth Percentile (SGP) – **Math and Reading** for two successive years. This is indicative that the bottom 25% of our students, coupled with the influx of low performing students, are definitely progressing well academically. In addition, OAA's various teams have collaborated with both the Director of Evaluation and Cross divisional Collaboration and the School Improvement Coach to analyze the areas of academic performance. Dr. Adler noted the school's positive progression and has helped focus OAA's efforts and as a result we have become more data driven and have been able better to bridge the gaps more efficiently.

Our scores have improved despite recent obstacles and setbacks. Realizing growth in the midst of the below mentioned obstacles proves that in the absence of those setbacks we would see further exponential growth. The setbacks include but are not limited to OAA's massive teacher turnover in the past two years. Douglas as a rural border town with a low socioeconomic community has massive teacher rotation and OAA and surrounding schools must focus their recruitment efforts outside of the Douglas community, even relying on H1B visas and other non-traditional recruitment efforts. In addition, the trend throughout the state of Arizona indicates an increase of teacher vacancies which is compounded in rural Arizona towns, such as Douglas.

In analyzing the measures that do not meet the Board's expectations, overall improvement is still observed in OAA's academic performance. Data that was derived from the Arizona Department of Education AZ DASH website supports the overall trend that OAA's Academic Performance is improving in the areas of Math, Reading. In addition, the Student Median Growth Percentile (SGP) – Bottom 25% Math shows as not meeting but the data still indicates this measure went up by 2 percentage points in the ASBCS Dashboard from SY 2013 to 2014. The measure was only three points short of meeting the state average versus five points the year before. For all other areas in Proficiency and Graduation that were shown as not meeting on the ASBCS Dashboard, there was an average 10.5 percentage point improvement overall in scores from SY 2013 to SY 2014. This positive trend is a result of changes implemented by OAA through professional development programs, third party recommendations, curriculum changes, response to data analysis, overcoming teacher turnover and community hardships. With these changes the data shows the school is still trending in a positive direction.

Area II: Curriculum

Evaluating Curriculum	
1. What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	
1a. Summary: • The Charter Holders process for evaluating curriculum occurs throughout the delivery of the course and includes: student performance, internal lesson and assessment analysis, and feedback from students, administrators, and the Instructional Leadership Team (I.L.T). • The intent of the evaluation phase is to determine the level of student success and the impact of the course design on student performance. • For each course created, Omega follows a systematic development, review, editing, and quality assurance process. • For existing courses, alignments to state and Common Core State Standards are performed. • If a new course is developed, state and Common Core State Standards are used to design the initial course outline to ensure the course is appropriately aligned. • All feedback and subsequent course revisions are vetted by in-house curriculum leaders and teachers equipped with expertise in specific fields. • Curriculum leaders may also confer with the Galileo Assessment Specialists for feedback on assessment reliability and validity. • Omega's course development follows a Backward-Design Model. This begins with the priority/anchor standards alignment, "big ideas" or enduring knowledge present in the standards. Identification and development of assessment frameworks follow to ensure that key concepts are measured	List documents that serve as evidence of implementation of this process: • Lesson Plan with standards (highlighted). (Pg.1). • Curriculum Map. (Pg. 2). • G. A. Scale (Pg. 3). • End-of-Year Exit survey (Pg. 4). • Student and Parent Satisfaction surveys (Pg. 5). • LoTi Connection evaluations (Pg. 6 & 7). • Grade Group Meeting Staff Surveys, (Pg. 8). • PLC highlight curriculum (Pg. 9). • Backward Design Model (Pg. 10).

in appropriate, unbiased, and varied ways. • Moving "backwards" from the assessments is the development of instructional components (i.e., units, lessons, activities, and multimedia) that will ultimately lead the students to demonstrate their learning. • Each course that is developed has a consistent design, structure, instructional sequence, and variety of assessments that measure student learning. • Resources, which include texts and vetted assessment items from leading publishers, are chosen to align to standards and to provide students with a variety of learning experiences. • Online interactive media and instructional tools may be developed to support key concepts and provide students with multiple opportunities to practice their learning. • Additionally, third party resources and simulations may be included in course content to provide students with a variety of ways to access key concepts. (Khan Academy, YouTube, A+, Backbone Communications) Curricular evaluative feedback is gained through: • Standards must be evidenced in the daily lesson plan submission. • Standards must be evidenced in the curriculum maps • Standards must be evidenced in the G.A. Scale process. • End-of-Year Exit surveys, • Student and Parent Satisfaction surveys, • LoTi Connection evaluations • Grade Group Meeting Staff Surveys, and Information discussed at the P.L.C. (Professional Learning Communities) meetings.	

1b. Summary: • The priority for the last two years has been to focus professional development relating to curriculum on the first **step** of data utilization which is disaggregating it for full understanding. • Because teachers now have a strong skill set in data disaggregation, OAA's Charter Holder has shifted the focus of professional development from understanding the data to evaluating the effectiveness of the curriculum in terms of enabling students to meet the standards, by concentrating on 8 basic components. • The 8 Component for Evaluating Curriculum Rubric has been created and is being implemented to ensure that the curriculum design is effective in meeting student need and ensuring that academic standards are paced in such a way that all of the standards are taught and mastered prior to end of year testing. (See attached Description) Because this is a newly implemented tool, we also cross check the evaluation with The Curriculum and Instruction Teacher Rubric.	• Professional Development regarding Data Marsha Jones (Pg. 11). • 8 Components for Evaluating Curriculum (Pg. 12). • The Curriculum and Instruction Teacher Rubric (Pg. 13).

2. How does the Charter Holder identify gaps in the curriculum?	
A. Evaluating Curriculum **2a. Summary:** • Throughout the year, the ILT, Admin Team and the Curriculum support team analyzes the current curriculum maps which are already in place. The use of the Curriculum Evaluating Rubrics are implemented to ensure that the Curriculum is strictly aligned to the Common Core State Standards (CCSS) or the Arizona College and Career Readiness Standards (ACCRS). The rubric includes the following: 1. Strict Adherence to the CCSS/ACCRS 2. Vertical Alignment between grade levels 3. Horizontal Alignment between content areas 4. Assessment implementation and appropriate alignment 5. Resources aligned to CCSS 6. Accommodations for ELL, SPED, and FRL students 7. Corresponding pacing guide. 8. Revisions/Refinements • Once the curriculum maps are evaluated against the Curriculum Map Standard Checklist as well as the Rubric, the teacher, charter holder, Instructional Leadership Team (I.L.T.), and other curriculum support team members meet to discuss the findings. • The strengths are highlighted and the weaknesses are discussed and suggestions are made for revisions. • Revisions are then made to the soft copy of the curriculum which the teacher was provided. • Any modifications and/or additions to the curriculum are done in a different color, and things which are to be	• See Area II: Curriculum 1. Curriculum Map (Pg. 2). 2. Curriculum Evaluation Rubric (Pg. 13). • Curriculum Map Standards Checklist (Pg. 14). • Revised Curriculum Map (Pg. 15). • Galileo Intervention Alert Report (Pg. 16). • G.A. Scale- PLC Tracking Form (Note: Part 2 Assessment Data) (Pg. 3). • G.A. Scale- PLC Tracking Form (Note: Part 3 Data Analysis) (Pg. 3). • PLC Vertical and Horizontal Alignment PLC Triplicate Form (Pg. 17). • Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20).

deleted are highlighted.
• The curriculum is evaluated on a weekly basis based on the daily lesson plan reflections, the slight modifications to the curriculum are made in a different color and then the map revisions are submitted at the end of each quarter.
• Once the year has concluded, the curriculum support team evaluates the revised curriculum to make permanent changes to the curriculum.
• These revisions are made on the soft copy of the curriculum maps which are then given to each teacher at the beginning of the year.
Throughout the year, gaps in the curriculum are identified through various means.
  • The two primary ways that curriculum gaps are identified are through Galileo data disaggregation and weekly PLC meetings.
  • During these meetings, teachers collaborate and discuss specific topics including meeting curricular gaps by implementing:
  • **Focus calendars**
  • **Data Analysis**
  • **Curriculum Maps**
  • **Galileo Assessment Scores**
  • **AZ Merit Blueprint**, The **G-A scale** (Goal Attainment Scale)
  • **Vertical and horizontal alignment**	

Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
Adopting/Revising Curriculum **3a. Summary:** • The curriculum adoption process must first go through a series of steps. • The first step in the adoption process starts with an initial inspection on the part of OAA administration, I.L.T., and/or other curriculum support team	• Letters from teachers regarding curriculum (Pg. 21). • AV Rover documentation being brought to the Board for approval. (Pg. 22). • See Area II: Curriculum 1. Curriculum Map (Pg. 2).

members. • Administration will utilize the aforementioned rubrics to ensure the curriculum adoption proposal or revision proposal contain critical components such as; standard alignment, text complexity, lexile levels, higher order thinking questions, identification of highlighted or related vocabulary words, reputable references, realia(or real-world relevance), to name a few. • If the curriculum is deemed appropriate/acceptable, the next phase is usually to forward the specific curriculum to the curriculum specialist and curriculum support team. • The curriculum specialist and curriculum support team performs a more in depth inspection. A rubric is used to analyze the data. The curriculum must pass the qualifiers on the rubric in order to move to the next phase. • If the curriculum passes the second phase, it will be forwarded to the Instructional Leadership Team and the Administrative Team. • This group leads a consensus which discusses and weighs the benefits of either adopting/revising the curriculum. The proposal is discussed for approximately two weeks whereby the group will perform additional inspections so as to check for adaptability of the existing curriculum with the new curriculum. • The group may deliver one or two lessons to the students to determine the engagement level contained in the new curriculum. • All of the parties mentioned are expected to either accept or reject the new curriculum. Their input is greatly valued and taken seriously. • After the acceptance or revision or adoption of a new curriculum, a cost-benefit analysis is completed to determine the feasibility of the purchase.	2. Curriculum Evaluation Rubric (Pg. 13). • Curriculum Map Standards Checklist (Pg. 14). • Revised Curriculum Map (Pg. 15). • Galileo Intervention Alert Report (Pg. 16). • G.A. Scale- PLC Tracking Form (Note: Part 2 Assessment Data) (Pg. 3). • G.A. Scale- PLC Tracking Form (Note: Part 3 Data Analysis) (Pg. 3). • PLC Vertical and Horizontal Alignment PLC Triplicate Form (Pg. 17). • Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20).

• Once the analysis has been finalized and the decision has been made to purchase the curriculum, the proposal is forwarded to the School Governing Board if necessary.	
4. Who is involved in the process for adopting or revising curriculum?	
Adopting/Revising Curriculum **4a. Summary:** • Ultimately, the School Governing Board has the final say in whether or not a curriculum is adopted or revised. • The proposed curriculum or revised curriculum will be brought before the board. • The board will receive the documents two weeks prior to a board meeting. During this time, board members have the opportunity to analyze the curriculum for themselves. • In addition to the curriculum proposal, the board members also receive a rubric for analyzing, all pertinent information regarding the usage of the curriculum, documentation from various parties supporting the curriculum, and a cost analysis. • After the board has had time to review the proposed documents, a board meeting will be held to either vote to accept or reject the curriculum. • The vote doesn't need to be unanimous, however, majority must rule in favor of the revised or adopted	• See Area II: Curriculum 1. Curriculum Map (Pg. 2). 2. Curriculum Evaluation Rubric (Pg. 13). • Curriculum Map Standards Checklist (Pg. 14). • Revised Curriculum Map (Pg. 15). • Galileo Intervention Alert Report (Pg. 16). • G.A. Scale- PLC Tracking Form (Note: Part 2 Assessment Data) (Pg. 3). • G.A. Scale- PLC Tracking Form (Note: Part 3 Data Analysis) (Pg. 3). • PLC Vertical and Horizontal Alignment PLC Triplicate Form (Pg. 17). • Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20).

curriculum before it can be approved. • Before it comes up to the School Governing Board's final decision, many parties will have weighed in on this decision. • Prior to going to the school governing board, a series of steps are in place to ensure the validity and academic rigor of the curriculum. • The first step in the adoption process starts with an initial inspection on the part of OAA administration. Administration will look for things such as; text complexity, lexile levels, higher order thinking questions, identification of highlighted or related vocabulary words, reputable references, realia (or real-world relevance, to name a few. If the curriculum is deemed appropriate/acceptable. • The second phase, in the process, is usually to forward the specific curriculum to the curriculum specialist and curriculum support team. • The curriculum specialist and curriculum support team performs a more in depth inspection. A rubric is used to analyze the data. The curriculum must pass the qualifiers on the rubric in order to move to the next phase. • This third part is the instructional leadership team and the administrative team. • This group leads a consensus which discusses and weighs the benefits of either adopting/revising the curriculum. The proposal is discussed for approximately two weeks whereby the group will perform additional inspections so as to check for adaptability of the existing curriculum with the new curriculum. • The group may deliver one or two lessons to the students to determine the engagement level contained in the new curriculum. • All of the parties mentioned are expected to either accept or reject the	

new curriculum. Their input is greatly valued and taken seriously.	
5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
Adopting/Revising Curriculum **5a. Summary:** • When adopting a new curriculum is necessary, the Charter Holder makes it a point to evaluate at least 3 comparable curricular choices if possible. This process is similar to the aforementioned curriculum evaluation process. • The first step in the adoption process starts with an initial inspection of at least 3 curriculum options by OAA administration. • Administration will look for things such as; standard adherence, text complexity, Lexile levels, higher order thinking questions, identification of highlighted or related vocabulary words, reputable references, realia (or real-world relevance, to name a few. • Administration will present its findings to the curriculum specialist and curriculum support team. All parties will then decide on the 2 best curriculum options. • During the second phase, the	• See Area II: Curriculum 1. Curriculum Map (Pg. 2). 2. Curriculum Evaluation Rubric (Pg. 13). • Curriculum Map Standards Checklist (Pg. 14). • Revised Curriculum Map (Pg. 15). • Galileo Intervention Alert Report (Pg. 16). • G.A. Scale- PLC Tracking Form (Note: Part 2 Assessment Data) (Pg. 3). • G.A. Scale- PLC Tracking Form (Note: Part 3 Data Analysis) (Pg. 3). • PLC Vertical and Horizontal Alignment PLC Triplicate Form (Pg. 17). • Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20).

curriculum specialist performs a more in depth inspection of the two curricula. If the curricula pass the second phase, it is then forwarded to the respective lead teacher/s. • The lead teacher/s will then have the curriculum for approximately two weeks whereby he/she will perform additional inspections so as to check for adaptability with the existing curriculum. He/she may deliver one or two lessons to the students to determine the student engagement level contained in the new curriculum. The lead teacher will perform a G.A. Scale in order to measure the student engagement level of the new curriculum. This will be done for both of the proposed curriculum choices. • The lead teachers will present their findings to the curriculum specialist, curriculum support team, ILT, and administrative team. Based on the entire aforementioned process findings, all parties will vote for the best curriculum option. This final option will be brought before the school governing board and the adoption process will then ensue.	
Implementing Curriculum	
6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	
6a. Summary: • The Charter Holder's process for ensuring consistent implementation of the curriculum across the school relies mainly on various monitoring tools, similar to those used for monitoring for gaps, such as reinforcement of implementation strategies at weekly Grade Group Meetings, weekly PLC meetings, and ensuring that all	List documents that serve as evidence of implementation of this process: • Grade Group Meeting Agenda with the Discovery Leaning process (Pg. 23). • Weekly PLC Meeting (See Pg. 9). • ILT Discovery Learning Professional Development (Pg. 24). • Curriculum Mapping (Pg. 2). • Lesson Plans (Pg. 1). • G. A. Scale (Pg. 3).

professional development trainings align with implementation practices. Consistency must be evidenced in lesson plans as they are evaluated and used as grounds of foundational understanding when doing classroom walk through observations. • Consistency between grade levels and content areas must be present on Curriculum Maps as they are submitted and evaluated. In fact, grade level teams submit curriculum maps together as they have made revisions based on their collaborative findings throughout the school year. G. A. Scales ensure that focus standards are consistent within grade levels and content areas. Evidence of horizontal and vertical alignment is present in lesson plans and curriculum maps. If they aren't, curriculum coaching takes place. • The purpose of the PLC is designed precisely to ensure consistent implementation of the curriculum and priority/anchor standards throughout the school. PLC triplicate forms are turned in weekly and are reviewed by the administrative team. The charter holder along with other administrators, attend PLCs to ensure that there is consistent implementation practices in place. CWT's, coaching and other curriculum tools are designed to ensure, whenever possible, that the consistent curriculum is being implemented school wide. • Curriculum implementation consistency is ensured by daily coaching for SRA. SRA coaching ensures that teachers are implementing the curriculum with fidelity and are adhering CCSS as identified in literacy pacing guides. Monitoring of the SRA data ensures that teachers are consistently implementing strategies which ensure student mastery of curriculum. • Curriculum implementation is consistently monitored through OAA's Math Coaching observations and	• PLC Triplicate (Pg. 9). • C.W.T. Form (Pg. 25). • Instructional Coaching Form (Pg. 26). • SRA Data Binder Information (Pg. 27). • SRA Coaching Form (Pg. 28). • SRA Binder Checklist (Pg. 29). • PLC Tool belt Student Data Tracking Form (Pg. 30). • Teacher Professional Development Plan (Pg. 31). • Loti Observation Tool (pg. 6,7)

feedback forms. As depicted on the instructional feedback form given and discussed with teachers, the Math Coach ensures that the standards being addressed in the lesson align to the CCSS as well as to the math lesson plan, pacing guide and curriculum map. Administrative walk through observations, including LOTI and OAA's CWT form, monitor curriculum implementation by noting standards and objectives covered as well as depicting student mastery. • The G.A. Scale form and student data tracker ensures that teachers are teaching standards to mastery and are covering areas of weakness depicted by the data. These G.A. Scale forms align to the CCSS/ACCRS as well as focusing on the anchor/priority standards and pacing guides. • Weekly Grade Group Meetings (GGM) are held with fidelity. A priority of the GGM is to collaborate, share, and provide feedback and suggestions for improving lessons. • Teachers who are not implementing the curriculum with fidelity are placed on professional development plan which may include intensive training in which they are required to present their findings to the entire staff. • When professional development is offered, all instructional staff (teachers, subs, admin and para-pros) are required to attend as stipulated on their contracts. Consistency and recognizing strengths and weaknesses of the curriculum is always the focus.	
7. What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	
Implementing Curriculum **7a. Summary:** OAA has several tools in place which identify what must be taught and when it must be	• Grade Group Meeting Agenda with the Discovery Leaning process (Pg. 23). • Weekly PLC Meeting (Pg. 9).

delivered. Primary tools are: TOOLs: 1. CCSS/ACCRS 2. AzMerit Blue Print/AIMs Blue print 3. Standard Progressions 4. Pacing Guides 5. Curriculum Maps 6. Lesson Plans 7. Focus Calendars 8. Standards Implementation Checklist Tools which identify when: 1. Pacing guide 2. Curriculum Maps 3. Lesson Plans 4. Focus Calendars **Implementing Curriculum** **7b. Summary:** As the year progresses, students take benchmark assessments. Based on those assessments as well as formative assessments completed by the teacher, the curriculum is then augmented to meet the specific grade level standards and the needs of the students. The following tools are used to augment the curriculum to meet student need: 1. PLC Tool Belt a. G.A. Scale b. AzMerit 2. Pacing Guides 3. Intervention Alerts 4. Supporting data/evidence which mandates curriculum and/or lesson augmentation. • The Charter Holder has many tools to ensure that standards are covered well into the academic school year. • These tools identify what standards are to be covered and when the material is to be taught. 1. The first tool which exists that will identify what must be taught and when it must be delivered is grade level curriculum map. Based on the pacing of the curriculum map, the weekly lesson plans are created. 2. The second tool used is weekly lesson plans. At Omega Alpha Academy, all teachers are required	• ITL Discovery Learning Professional Development (Pg. 24). • Curriculum Mapping (Pg. 2) • Lesson Plans (Pg. 1) • G. A. Scale (Pg. 3) • PLC Triplicate (Pg. 9) • C.W.T. Form (Pg. 25). • Instructional Coaching Form (Pg. 26). • SRA Data Binder Information (Pg. 27). • SRA Coaching Form (Pg. 28). • SRA Binder Checklist (Pg. 29). • PLC Tool belt Student Data Tracking Form (Pg. 30). • Teacher Professional Development Plan (Pg. 31). • Standards Progressions (Pg. 32, 33). • Focus Calendar (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20).

to submit their lesson plans every Monday for the week to follow. 3. The third tool used to ensure that all standards are covered within the academic year is the Standards Progression Form. 4. Even though the Standards Implementation Checklist form is used at the beginning of the year to ensure that the curriculum map has covered all academic standards, the standards checklist is also used during curriculum revision to ensure what was planned for has actually been accomplished. 5. The Charter Holder also uses the curriculum evaluation rubric as a tool to ensure that all academic standards are taught throughout the course of the year. 6. Galileo Benchmark assessments are also used to gather data on how well the standards are covered, if at all. **7.** The Charter Holder ensures that standards demonstrated on the Intervention alert as being insufficient, have ample time to be covered before the end of the academic school year.	
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
Implementing Curriculum **8a. Summary:** • During the initial hiring process when candidates are interviewed, the curriculum process and practices are briefly explained to the candidate. • Once the candidate is offered the position and he/she accepts, they are given a copy of the school's policies and procedures handbook. • OAA also has a mandatory 2 week training session prior to the commencement of classes. During this time, these expectations for appropriate and consistent use of the tools provided	• Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20). • Grade group meetings (Pg. 8). • Staff emails reminder of due dates (Pg. 34). • Memos to staff (Pg. 35). • Lead teacher dissemination (Pg. 36). • PLC Meetings (Pg. 9). • Professional Development Trainings- Dr. Adler's PD on PLC's (Pg. 37). • CWT/LOTI Walk Through Observation Feedback Reflection Forms (Pg. 6 & 7).

is further explained and clarified.
• Upon starting the school year, these expectations are emphasized again during:
  ○ Grade group meetings
  ○ Staff emails reminder of due dates
  ○ Memos to staff
  ○ Lead teacher dissemination
  ○ PLC Meetings
  ○ Staff Meetings
  ○ Professional Development Trainings
  ○ CWT/LOTI Walk Through Observation Feedback Reflection Forms
  ○ Consistent responses/guidance from varying administrators or instructional leaders
• The expectations of these tools are that they will become an integral part of OAA's existence and implementations.
• Omega has specific systems in place with regard to curriculum implementation. The expectation is that all instructional staff will follow and abide by these systems. In addition, all required documents stipulated in the curriculum implementation system are tracked and monitored.
• In the event that a member of the instructional staff has proven to consistently disregard the curriculum implementation process, the Principal and other administrative support will meet with the staff member and discuss reasons for non-submission to ensure that they begin to abide by the policies.
 	
Implementing Curriculum
 	
8b. Summary:
Upon starting the school year, these expectations are emphasized again during:
1. Grade group meetings
2. Lead teacher dissemination
3. PLC Meetings
4. Staff Meetings
5. Professional Development Trainings
6. CWT/LOTI Walk Through
	• Consistent responses/guidance from varying administrators or instructional leaders
	• Lesson Plan/PLC Tracking Spreadsheet (Pg. 38).

Observation Feedback Reflection Forms 7. Uniformed responses from varying administrators or instructional leaders The expectations of these tools are that they will become an integral part of OAA's existence and implementations.	
9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
Implementing Curriculum **9a. Summary:** **Tools: Usage and Alignment to instruction** • Lesson plans have to be turned in weekly and readily available for any administrator. Lesson plans are also reviewed and suggestions are given for improvement. • The PLC triplicate documentation from Professional Learning Community (PLC) Meetings is turned in on a weekly basis. The forms are reviewed to ensure that the tools provided are being used and used efficiently. The PLC is an invaluable collaborative tool to utilize data that is received and suggestions from the collaboration during the PLC are implemented to rectify any concerns. If there is a deficiency, they are addressed. • Lesson plans are not only turned in, but are printed off and kept in a folder on the teachers' desk. When an administrator or coach walks into the classroom, they can easily verify if the lesson being taught aligns to the lesson. • After verifying that the tools used are aligned to the instruction as well as the CCSSS/ACCRS, and the pacing of the lesson delivery is on course, the lesson	List documents that serve as evidence of implementation of this process: • Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20). • Grade group meetings (Pg. 8). • Staff emails reminder of due dates (Pg. 34). • Memos to staff (Pg. 35). • Lead teacher dissemination (Pg. 36). • PLC Meetings (Pg. 9). • Professional Development Trainings (Pg. 11, 24, 37, 53). • CWT/LOTI Walk Through Observation Feedback Reflection Forms (Pg. 6 &7). • Consistent responses/guidance from varying administrators or instructional leaders. • Lesson Plan/PLC Tracking Spreadsheet (Pg. 38).

is again verified by ensuring that the objective is posted and is in a student friendly language. • This is verified when an administrator completes a Classroom Walk-through, Loti Walk through, or informal feedback/coaching session. • Other verification means are noted during the walk through such as the usage of ELL strategies such as visuals, word walls, and usage of data in the classroom as well as other suggested instructional methodologies. • For our reading program, teachers are required to keep specific data about curriculum implementation, student mastery and lesson gains. This is verified by administrator data binder checks. • Various components of the PLC meetings are turned in as necessary. For example, PLC triplicate forms are turned in weekly, G.A. Scale forms are turned in as they are used, G.A. Scale forms are evaluated during Lead Teacher meetings, student data trackers are used in the class and their documentation is verified through direct observation as well as through lesson plan submission.	
Alignment of Curriculum	
10. What process does the Charter Holder use to ensure the curriculum is aligned to Arizona's College and Career Ready Standards?	
Alignment of Curriculum **10a. Summary:** • As mentioned in the process above, the Charter Holder begins the curriculum revision, adoption and evaluation processes by first aligning the curriculum to the CCSS/ACCRS. • This is also verified through lesson plan submissions and evaluation in which the CCSS/ACCRS are the primary focus. This is evaluated	• Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20). • Grade group meetings (Pg. 8). • Staff emails reminder of due dates (Pg. 34). • Memos to staff (Pg. 35). • Lead teacher dissemination (Pg. 36). • PLC Meetings (Pg. 9). • Professional Development Trainings (Pg. 11, 24, 37, 53).

through the standards implementation checklist as well as lesson plan evaluation. • This is also verified to curriculum mapping submissions and evaluation in which the CCSS/ACCRS are the primary focus. This is evaluated through the standards implementation checklist as well as curriculum evaluation. • This is also verified through pacing guides and focus calendars which are directly aligned to the CCSS/ACCRS and is based on proficiency of students and how they demonstrate mastery.	• CWT/LOTI Walk Through Observation Feedback Reflection Forms (Pg. 7). • Consistent responses/guidance from varying administrators or instructional leaders • Lesson Plan/PLC Tracking Spreadsheet (Pg. 38).
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
Adapted to Meet the Needs of Subgroups **11a. Bottom 25%/non-proficient Summary:** • During the curriculum revision or adoption process, the needs of the students who are in the bottom 25% are taken into consideration on our lesson plan format. All lessons are designed and based on the Sheltered Instruction Observation Protocol (SIOP) model. This model has been proven to be beneficial for not only for the bottom 25%/non-proficient, general education learner, ELL learners, but FRL and SpEd learners as well as there are areas for accommodations to be listed for these type of learners on the lesson plan. • Throughout the year, the charter holder puts a strong emphasis on data utilization as a means of increasing student achievement. To this end, data regarding the students who are in the bottom 25% has been provided to the teachers.	• Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20). • Grade group meetings (Pg. 8). • Staff emails reminder of due dates (Pg. 34). • Memos to staff (Pg. 35). • Lead teacher dissemination (Pg. 36). • PLC Meetings (Pg. 9). • Professional Development Trainings • CWT/LOTI Walk Through Observation Feedback Reflection Forms (Pg. 7). • Consistent responses/guidance from varying administrators or instructional leaders. • Lesson Plan/PLC Tracking Spreadsheet (Pg. 38). • Bottom 25% Student Spreadsheet (Pg. 39). • Tier 1-3 Intervention Model (Pg. 40). • Galileo -"Quiz Builders" (Pg. 41) • Galileo - "Homework/assignment builders" (Computer based). • Ms. Marsha Jones – PD regarding differentiated Instruction. (Pg.11, 24 ,

• Within their PLCs teachers have been instructed, as in indicated on the G.A. Scale form, to focus their attention on these struggling students. • Teachers also can access information from the data assessment monitoring tool, Galileo, which is geared towards "at-risk" (the students Omega has identified as the bottom 25%/non-proficient) students. This assessment tool also provides "quiz builders" and "homework/assignment builders" based on deficient standards. • Students who are in the bottom 25% have also been put in the Tier 1-3 Intervention model at the school. Tutors during this intervention have been provided information regarding the performance of the students as well as research based methodologies that meet the needs of the student within this subgroup. • Teachers have been provided professional development regarding instruction which focuses on meeting the varying needs of students within their classes through differentiated instruction.	37, 53). • Douglas Demographics Sheet (pg. 93) • Student Academic Contract (pg. 89)
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
Adapted to Meet the Needs of Subgroups **12a. ELL Summary:** • During the curriculum revision or adoption process, the needs of the ELL students are taken into consideration on our lesson plan format. All lessons are designed based on the Sheltered Instruction Observation Protocol (SIOP) model. This Sheltered Instruction Observation Protocol has been the basis of our curriculum and lesson plan formatting as we have a	• Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20). • Grade group meetings (Pg. 8). • Staff emails reminder of due dates (Pg. 34). • Memos to staff (Pg. 35). • Lead teacher dissemination (Pg. 36). • PLC Meetings (Pg. 9). • Professional Development Trainings (Pg.11, 24,37,53). • CWT/LOTI Walk Through Observation Feedback Reflection

high percentage of students who are not native English speakers. This model has been proven to be beneficial for not only ELL learners, but SpEd learners as well as there are areas for accommodations to be listed for these type of learners on the SIOP lesson plan format. • In addition to the SIOP lesson plan format, every instructional staff member on our campus has participated in, or is endorsed with, SEI teaching methodologies which are geared for students who are English Language Learners. • The Charter Holder has also ensured that the needs of the ELL students are being met by providing all staff with an ELL coordinator and ELL Coaches. • The ELL Coordinator and coaches meet quarterly to analyze ELL student data, progression, student work, possible strategies, and also recommendations for the teachers to use when working with ELL students. • The ELL coordinator also provides teachers with a folder containing student information, data, and proficiency levels. The ELL coordinator may also provide professional development to staff as necessary. • Throughout the year, the Charter Holder puts a strong emphasis on data utilization as a means of increasing student achievement. To this end, data regarding the students who are classified as ELL has been provided to the teachers. • Within their PLCs teachers have been instructed, as indicated on the G.A. Scale form, to focus their attention on ELL struggling students. • Teachers also can access information from the data assessment monitoring tool, Galileo, which is geared towards "at-risk" students. They then can cross reference this list with the list provided by the ELL coordinator to identify how the students are performing. Galileo	Forms (Pg. 7). • Consistent responses/guidance from varying administrators or instructional leaders • Lesson Plan/PLC Tracking Spreadsheet (Pg. 38). • ELL Folder with Student Proficiency Status Teacher Signed Roster (Pg. 44). • ILLP PD Power Point (Pg. 45). • ILLP Progress Report Attachment B (Pg. 46). • Tier 1-3 Intervention Model Checklist (Pg. 43). • OAA's ELL Program Summary (Pg. 47). • AZELLA Proficiency Spreadsheet for Middle School ELL Students (Pg. 48). • Student Academic Contract (pg. 89) • Douglas Demongraphics (pg. 92)

provides a data analysis which demonstrates standards that the ELL students are deficient on. • Students who are ELL have also been put in the Tier 1-3 Intervention model at the school as necessary and mandated by performance based on data. Tutors during this intervention have been provided information regarding the performance of the students as well as research based methodologies that meet the needs of the student within this subgroup. • Teachers have been provided professional development regarding instruction which focuses on meeting the varying needs of students within their classes through differentiated instruction. • In addition to the aforementioned, SpED students are also afforded the opportunity or requirement dependent upon their academic contract, extended learning hours and instructional days are offered	
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) eligible students?	
Adapted to Meet the Needs of Subgroups **13a. FRL Summary:** • During the curriculum revision or adoption process, the needs of the students of FRL students are taken into consideration on our lesson plan format. All Lessons are designed based on a SIOP model. This model has been proven beneficial for not only ELL learners, but FRL and SpEd learners as well as there are areas for accommodations to be listed for these type of learners on the lesson plan. • Throughout the year, the charter holder puts a strong emphasis on data utilization as a means of increasing student achievement. To this end, data	• Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20). • Grade group meetings (Pg. 8). • Staff emails reminder of due dates (Pg. 34). • Memos to staff (Pg. 35). • Lead teacher dissemination (Pg. 36). • PLC Meetings (Pg. 9). • Professional Development Trainings (Pg. 11, 24, 37, 53). • CWT/LOTI Walk Through Observation Feedback Reflection Forms (Pg. 7).

regarding the students who are FRL has been provided to the teachers. • Within their PLCs teachers have been instructed, as in indicated on the G.A. Scale form, to focus their attention on these struggling students. • Teachers also can access information from the data assessment monitoring tool, Galileo, which is geared towards FRL or as Galileo titles them "at-risk" students. This assessment tool also provides quiz builders and assignment builders based on deficient standards. • Students who are categorized as FRL have also been put in the Tier 1-3 Intervention model at the school. Tutors during this intervention have been provided information regarding the performance of the students as well as research based methodologies which meet the needs of the student within this subgroup. • Extended learning hours and instructional days are afforded to this subgroup in order to meet their specific need. • Teachers have been provided professional development regarding instruction which focuses on meeting the varying needs of students within their classes through differentiated instruction.	• Uniformed responses from varying administrators or instructional leaders • Lesson Plan/PLC Tracking Spreadsheet (Pg. 38). • Tier 1-3 Intervention Model Checklist (Pg. 43).
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
Adapted to Meet the Needs of Subgroups **14a. Students with Disabilities Summary:** • During the curriculum revision or adoption process, the needs of the students with disabilities are taken into consideration as the inclusion model is implemented throughout the school as well as on the lesson plan format. All lessons are designed based on the SIOP	• Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20). • Grade group meetings (Pg. 8). • Staff emails reminder of due dates (Pg. 34). • Memos to staff (Pg. 35). • Lead teacher dissemination (Pg. 36). • PLC Meetings (Pg. 9) • Professional Development Trainings (Pg. 11, 24 , 37, 53). • CWT/LOTI Walk Through

model which guides the teacher to appropriate differentiation based on student need. This model has been proven to be beneficial for learners as there are areas for accommodations to be listed for SpEd learners on the lesson plan. • Throughout the year, the Charter Holder puts a strong emphasis on data utilization as a means of increasing student achievement. To this end, data regarding the students who have special needs have been provided to teachers via the student's specific Individual Education Plan as well as meetings to discuss accommodations. • Within their PLCs teachers have been instructed, as is indicated on the G.A. Scale form, to focus their attention on these struggling students. • Teachers also can access information from the data assessment monitoring tool, Galileo, which is geared towards "at-risk" students. This assessment tool also provides quiz builders and assignment builders based on deficient standards. • Students who have special needs have also been put in the Tier 1-3 Intervention Program in conjunction with their Individual Education Plan (IEP). Additional instructional staff has been provided for students with special needs and have been specifically trained in meeting the needs of the students they work with. Tutors during this intervention have been provided information regarding the performance of the students as well as research based methodologies that meet the needs of the student within this subgroup. • Anyone who participates in the instructional and academic component of a Special Needs child is included in the IEP creation and IEP evaluation meeting process as well as the on-going feedback between the Special Education Director, parents and homeroom teachers.	Observation Feedback Reflection Forms (Pg. 7). • Uniformed responses from varying administrators or instructional leaders • Lesson Plan/PLC Tracking Spreadsheet (Pg. 38). • Tier 1-3 Intervention Model Checklist (Pg. 43).

• Teachers have been provided professional development regarding instruction which focuses on meeting the varying needs of students within their classes through differentiated instruction specifically meeting the special needs of these children. • In addition to the aforementioned, SpED students are also afforded the opportunity or requirement dependent upon their academic contract, extended learning hours and instructional days are offered	

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
Assessment System **1a. Summary:** • Omega Alpha Academy uses a wide array of assessments. The assessments are grouped into three basic categories which are: • ***Formative Assessment*** occurs in the short term, as learners are in the process of making meaning of new content and of integrating it into what they already know. • Feedback to the learner is immediate (or nearly so), to enable the learner to change his/her behavior and understandings right away. • Formative Assessment also enables the teacher to "turn on a dime" and rethink instructional strategies, activities, and content based on student understanding and performance. His/her role here is comparable to that of a coach. • Formative Assessment can be as informal as observing the learner's work or as formal as a written test. Formative Assessment is the most powerful type of assessment for improving student understanding and performance. ***Examples:*** *a very interactive class discussion; a warm-up, closure, or exit slip; a on-the-spot performance; a quiz.* • ***Interim Assessment*** takes place occasionally throughout a larger time period. Feedback to the learner is still quick, but may not be immediate. • Interim Assessments tend to be more formal, using tools such as projects, written assignments, and tests. The learner should be given the opportunity to re-demonstrate his/her	*No documentation provided for formative:* • Formative: ○ Informal Classroom questioning ○ H.O.T.S. Questioning (Higher Order Thinking Questions) ○ Simple yes/no questions ○ Thumbs up/down ○ Responses via 1'x1' dry erase boards • Interim Assessments: ○ Chapter Tests (Pg. 49). ○ Shurley - Chapter Quizzes (Pg. 50). ○ End of unit assessments (Pg. 49). ○ Saxon Tests (Pg. 51). ○ Khan Academy *(Computer Based)* ○ A+ *(Computer Based)* ○ SRA (Reading) Assessments (Pg. 49). ○ Shurley (L.A.) Assessments (Pg. 50). • Summative Assessments ○ Galileo Benchmarking (Pg. 52). ○ AIMs *N/A* ○ AZELLA *N/A* ○ AzMERIT *N/A* ○ PARCC *N/A* ○ Final exams *N/A* ○ Major cumulative projects, ○ Research projects and performances. *N/A* ○ Alternative AIMS (NCSC)

understanding once the feedback has been digested and acted upon. Interim • Assessments can help teachers identify gaps in student understanding and instruction, and ideally teachers address these before moving on or by weaving remedies into upcoming instruction and activities. ***Examples:*** *Chapter test; extended essay; a project scored with a rubric.* • ***<u>Summative Assessment</u>*** takes place at the end of a large chunk of learning, with the results being primarily for the teacher's or school's use. Results may take time to be returned to the student/parent, feedback to the student is usually very limited, and the student usually has no opportunity to be reassessed. • Thus, Summative Assessment tends to have the least impact on improving an individual student's understanding or performance. Students/parents can use the results of Summative Assessments to see where the student's performance lies compared to either a standard (CCSS/ACCRS) or to a group of students (usually a grade-level group). • Teachers/schools can use these assessments to identify strengths and weaknesses of curriculum and instruction, with improvements affecting the next year's/term's students. Omega Alpha Academy chose Galileo Assessments to be the Benchmark monitoring tool. ***Examples:*** *Benchmarking, Standardized testing (AIMs, AzMERIT, PARCC, SmarterBalance) Final exams; Major cumulative projects, research projects, and performances.*	

2. What was the process for designing or selecting the assessment system?	

Assessment System
 	
2a. Summary:
 	
• Omega Alpha Academy places a great amount of trust into our teaching staff. Having stated this, the examples of assessments which follow are comprised, to a large degree from the instructors themselves.
• With the advent of the PLC (Professional Learning Community), teachers now have a greater flexibility in designing assessments. As long as the assessments fall within the confines of the CCSS, ACCRS, and district guidelines, the vast majority of the assessments are a culmination of the PLC collaborative effort.
• As long as the teacher aligns his/her assessments in line with District and State/CCSS/ACCRS standards, he/she has the autonomy to devise his/her assessments.
• The data obtained from the assessments is used during the weekly PLC meetings to reflect upon instruction, curriculum and various teaching methodologies to ensure that the assessment was/is reliable.
• Examples of **formative assessments** teachers utilize are: Informal Classroom questioning, H.O.T.S. Questioning (Higher Order Thinking Questions), Simple yes/no questions, Thumbs up/down, and Responses on their 1' x 1' dry erase boards.
• Examples of **interim assessments** are: Chapter Tests, Chapter Quizzes, End of unit assessments, Saxon Tests, Collections (L.A.), Khan Academy (Computer Based), A+ (Computer Based), SRA (Reading) Assessments, and Shurley (L.A.) Assessments.
• It is very important to have varying avenues and modalities to monitor and
	• Collaborative formative assessments derived from the PLC meetings (Common Formative Assessments) (Pg. 3).
	• Examples of assessments derived from PLC meetings include:
	• G.A. Scale Assessments derived from Galileo Assessments (Pg. 3).
	• Galileo Assessments derived from Intervention Alert Quizzes (Pg. 41).
	• Professional Development trainings from Dr. Armendariz on how to increase Rigor in assessment delivery. (See signed attendance at training attached) (Pg. 53).
	• H.O.T.S. (Higher Order Thinking Skills) Picture posted in all the classrooms. (Pg. 54).
	• Interim Assessments:
	  ○ Chapter Tests (Pg. 49).
	  ○ Shurley - Chapter Quizzes (Pg. 50).
	  ○ End of unit assessments (Pg. 49).
	  ○ Saxon Tests (Pg. 51).
	  ○ Khan Academy (Computer Based)
	  ○ A+ (Computer Based)
	  ○ SRA (Reading) Assessments (Pg. 49).
	  ○ Shurley (L.A.) Assessments (Pg. 50).

evaluate student success. Being that students show proficiencies in many different ways, it is important to vary the types of assessments used. Flexibility with regard to Formative and Interim assessments have been granted to teachers as they create common formative assessments based on their curriculum, pacing guides and G.A. Scale data. • With regard to **Summative Assessments** as they relate to benchmarking, a reflection process on current practices was implemented and the following descriptors were key indicators for selecting the Galileo Assessment tool. • After creating and implementing an in-house assessment aligned to the Arizona State Standards and using AIMs Web for a full year, the data provided didn't give a direct prediction or correlation to the end of the year High Stakes Testing. • Being that teachers used this data to revise their instruction, it was the forefront concern of the Administrative team to ensure that the data provided was reliable and correlated. • In the past the assessment processes were inefficient for Omega Alpha, therefore the Charter Holder acted immediately by incorporating the Galileo Assessment system. • Galileo was implemented at the beginning of the 2014/2015 SY. Since then, the data has shown a positive trend. This positive trend is attributed to the time available to all parties to really disaggregate data and utilize it to its full potential. • The collaborative and unanimous decision to utilize Galileo has proven to be an effective comprehensive tool which includes test monitoring, progress monitoring, task analyze, intervention alerts, quiz and test builders. The data is being returned toteachers in a more expeditious fashion, therefore having profound	

impact on student achievement.	
3. How is the assessment system aligned to the curriculum and instructional methodology?	
Assessment System **3a. Summary:** • Formative assessments are put in place to ensure that daily lesson objectives are achieved and mastered. If the evidence from the formative assessments suggest that the daily lesson objectives are not met, teachers immediately revise lesson plans to ensure student mastery of concepts is attained prior to moving on to the next CCSS/ACCRS based lesson objective. • With regard to interim assessments, teachers use curriculum maps, lesson plans reflections, focus calendars, data from Galileo and G.A. Scales to determine when and how students will be assessed. Dependent upon student achievement on assessments, instructional methodologies may change or be revised if students do not attain mastery of standards taught. Throughout the process, data is collected to ensure that lessons are aligned to CCSS/ACCRS as well as pacing guides to ensure all pertinent academic standards are covered within the academic school year. • With regard to Summative Assessments, benchmarking data determines how well standards which were taught within each benchmarking period were mastered. As teachers revise curriculum maps, benchmark data analysis and lesson plan reflections are used to revamp curriculum to bridge content standard gaps as identified by student achievement on summative tests. This same process is completed at the end of the year with the Summative High Stakes testing results to ensure that the best curriculum possible is made available to all teachers and students.	• Curriculum Maps (Indicating aligned assessments) (Pg. 02). • Lesson Plans (Indicating aligned assessments) (Pg. 01). • Focus Calendars aligned to CCSS/ACCRS (Pg. 18). • AzMERIT Blueprint (aligned to CCSS/ACCRS) (Pg. 19). • Pacing Guide (aligned to CCSS/ACCRS) (Pg. 20). • Grade group meetings (Pg. 8). • Staff emails reminder of due dates (Pg. 34). • Memos to staff (Pg. 35). • Lead teacher dissemination (Pg. 36). • PLC Meetings (aligned to CCSS/ACCRS) (See Pg. 9) • Professional Development Trainings (aligned to CCSS/ACCRS) (Pg. 11/24/37). • CWT/LOTI Walk Through Observation Feedback (aligned to the Charlotte Danielson Model) (Pg. 6/7). • Reflection Forms (See Pg. 7) • Uniformed responses from varying administrators or instructional leaders • Lesson Plan/PLC Tracking Spreadsheet (Pg. 36).

4. What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	
Assessment System **4a. Summary:** • There are a total of 5 assessments delivered by the Galileo Assessment tool: 1 Pre-assessment to be administered within the first two weeks of school, 3 benchmark Assessments to be administered upon the completion of each quarter, and 1 Post-Assessment to be administered at the end of the year. • Teachers are required to document at least one formative assessment weekly – this may be an in class assessment, project, and/or quiz. • Teachers must also administer at least 4 end of unit and quarter assessments exemplified as mid-terms or Final Assessments. • As teachers identify weak standards from G.A. Scales (Goal Attainment Scale), pre/post assessments (approximate 1-2 week intervals) and benchmark assessment data (administered in approximate 9 week intervals), new Goal Attainment Scales are created to refocus on weak CCSS/ ACCRS standards. The approximate time for "mastering" a specific standard is approximately 1-2 weeks. • As is indicated in OAA's assessment data collection ideology or expectations, data is derived from multiple resources as a means to get a clear and reliable depiction of a student's performance strengths and weaknesses. • Documented in-class Formative Assessments are completed weekly, as are represented in the 3:1 inputting ratio, with regards to grading. • Every 2 weeks, teachers are required to submit an average score for all students	○ Chapter Tests (pg. 42) ○ Chapter Quizzes (pg. 49) ○ End of unit assessments (pg. 50). ○ Saxon Tests (pg. 25) ○ Khan Academy (Computer Based) ○ A+ (Computer Based) ○ SRA (Reading) Assessments (pg. 49) ○ Shurley (L.A.) Assessments(pg. 50). • Summative Assessments ○ Galileo Benchmarking (pg. 52) ○ AIMs ○ AZELLA ○ AzMERIT ○ PARCC ○ Final exams ○ Major cumulative projects, ○ Research projects and performances. Alternative AIMS (NCSC) 3:1 inputting data tracking spreadsheet (Pg. 55).

in Math and Reading. Students who demonstrate scores falling below 75% for 3 consecutive reporting terms are automatically put into an intervention program. Dependent upon their percentage, they are placed as either Tier 2 or 3 students respectively.

Assessment System

4b. Summary:

- As is indicated in OAA's assessment data collection ideology plan or expectations, data is derived from multiple resources as a means to get a clear and reliable depiction of a student's performance strengths and weaknesses.
- The assessment plan, which includes assessments such as formative, summative and common/benchmark assessments, is disaggregated in the PLC meetings.
- Various forms of data is analyzed and dissected in the creation of the newly aligned (CCSS/ACCRS) common formative assessments.
- Examples of assessments which are used in the formulation of the common formative assessments include:
    - Formative weekly assessments documented by the 3:1 ratio inputting
    - Bi-Monthly submissions for Math and Reading to determine Tier 2-3 student placements
    - Galileo Assessment Tools: 5 Assessments (Pre, 3 benchmarks, and 1 post)
    - 4 End of quarter assessments administered by teachers as a mid-term or final assessment
    - G.A. Scale (Pre/Post 1-2 week tests)

Analyzing Assessment Data

5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
Analyzing Assessment Data **5a. Summary:** • The assessment system provides teachers with time in the master schedule to analyze assessment data. This is specifically held every Thursday, after school, PLC meetings. • Additional time during Grade Group Meetings and other staff training days are devoted to analyzing data as well. • The school's year academic calendar provides teachers with 1 early release day a month, (1/2 day training) in which professional development is geared towards data driven instruction. • The calendar provides teachers with 3 mandatory Saturday trainings, as stipulated on their employment contracts. • These Saturday trainings are additional time in which teachers receive professional development regarding analyzing data and/or collaborating with other teachers to find effective instructional methodologies to utilize to maximize student achievement based on data. • Data is analyzed after each assessment interval. • With regard to formative assessments, teachers analyze results from assessments immediately to quickly revise daily lesson plans based on the rate at which students show mastery of daily learning objectives. • Data derived from Interim assessments must be analyzed within 48 hours – preferably 24. This allows for immediate revision, re-teaching and remediation. **Analyzing Assessment Data** **5b. Summary:**	• Master Schedules (pg. 56) • PLC Meetings (pg. 09) • School Calendar (pg. 57) • Grade Group Meetings Agendas (pg. 08). • Mandatory Saturday Training (pg. 58). • Professional Development Agenda • (pg. 24). • G.A. Scale (pg. 03) • Pre-Post G.A. Scale Scores (pg. 03)

• Summative Assessment data must be provided to teachers within 72 hours from the end of the assessment window. Teachers then use time provided in their weekly PLC meetings to disaggregate data to develop Goal Attainment Scale foci. • Dependent upon the complexity of standard focused on in the Goal Attainment Scale, as well as data from pre-tests given relating to the standard in the G.A. Scale, teachers use between 1-2 weeks to teach and firm up concepts within each standard. Two weeks after the pre-test was given, a post-test will be administered to monitor student growth. • Teachers utilize weekly PLC time to analyze data from Post-Tests to determine if they may move on to a new G.A. Scale or if further remediation is necessary.	
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
Analyzing Assessment Data **6a. Summary:** • In addition to following the assessment system and intervals used to analyze data stated above, the Charter Holder also ensures any and all assessments, lesson objectives and goals are based on and strictly aligned to the CCSS/ACCRS, and teachers may use Student Data Tracking forms to identify quickly if students have attained mastery of topics covered. • Student Data Tracking forms are used primarily in reading and when a G.A. Scale performance assessment is being implemented. • Teachers list the student names. Next to the names, the teacher writes the percentage a student earned on a particular assignment.	• Student Data Tracking Forms (Reading) (pg. 27) • Completed Copy of G.A. Scale Form (pg. 03) • Tier I-III Intervention Program (pg. 40)

• Students receiving scores below 75% are highlighted in yellow. With the highlights, teachers are easily able to identify whether the standard assessed was taught effectively. • If the column is predominately highlighted in yellow, it indicates to the teacher that the majority of the students in class did not master the concepts within the standard. Teachers will then go over the assessment to find out which component of the standard isn't at mastery and can easily remediate. • If the majority of the class understands the concepts (indicated by no highlighting), the teacher can move forward as the lessons are paced in the curriculum. • If the same student fails to meet the 75% passing requirement on 3 consecutive assessments (as highlighted in a row), they are then formally recommended for the Tier 1-3 Intervention Program • Based on this analysis, the teacher or grade-level team may determine, within their PLCs, to adjust the amount of time which was originally allotted to teach particular objectives/standards. • It may be determined that more or less time is needed or that different instructional methodologies are needed in order to attain deeper understanding and mastery of objective/standard and to attain mastery more expeditiously.	
7. How is the data analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
Analyzing Assessment Data **7a. Summary:** • Formative assessments (and Interim Assessments to a certain degree) require teachers to analyze data immediately to adjust lessons – thereby adjusted proposed curriculum as well as instructional methodologies.	• Formative: o Informal Classroom questioning o H.O.T.S. Questioning (Higher Order Thinking Questions) o Simple yes/no questions o Thumbs up/down o Responses via 1'x1' dry erase boards

• Teachers document this on lesson plans in the "reflection" portion of the daily lesson plan.
• If teachers determine that students do not understand the lesson taught at a particular time based on formative assessment data, teachers may choose to deviate from the lesson plan in order to utilize an alternate teaching methodology in order to achieve the lesson objective.
• It may also be noted that more/less time may be needed to accomplish this goal. This is also documented on the reflection portion of the lesson plan.
• If less time is needed to accomplish the daily learning goal, teachers move on to the next lesson and revise future plans dependent upon what is mastered by students.
 	
Analyzing Assessment Data
 	
7b. Summary:
 	
• With regard to Interim assessments, teachers must provide curricular and instructional augmentations immediately upon analyzing data derived from these assessments – maximum 48 hours – preferably 24 hours.
• This time restraint has been put in place to ensure that objectives are clarified in close proximity to their original implementation date to avoid misunderstandings and confusion.
• With regard to summative assessments, teachers have an extended amount of time to analyze data as these assessments focus on quite a bit more academic standards.
• Focus Calendars (calendars indicating which areas of focus will be prioritized) are due within one week from the date the data is disseminated to teachers. This way, administrators can ensure that the most time can be devoted to data driven instruction as possible.
	• Interim Assessments:
	  ○ Chapter Tests (Pg. 49).
	  ○ Shurley - Chapter Quizzes (Pg.50).
	  ○ End of unit assessments (Pg. 49).
	  ○ Saxon Tests (Pg. 51).
	  ○ Khan Academy *(Computer Based)*
	  ○ A+ *(Computer Based)*
	  ○ SRA (Reading) Assessments (Pg. 49).
	  ○ Shurley (L.A.) Assessments (Pg. 50).
	
	• Focus Calendars (Pg. 18).
	• AzMERIT Blueprint (Pg. 19).
	• Pacing Guide (Pg. 20).
	• Grade group meetings (Pg. 8).
	• Lead teacher dissemination (Pg. 36).
	• PLC Meetings (See Pg. 9).
	• Professional Development Trainings (pg. 11/24/37/53).
	• CWT/LOTI Walk Through Observation Feedback Reflection Forms (See Pg. 7).
	• Consistent responses/guidance from varying administrators or instructional leaders
	• Lesson Plan/PLC Tracking Spreadsheet (Pg. 38).

Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
8. How does the assessment system assess students with proficiency in the bottom 25%/non-proficient students to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
Adapted to Meet the Needs of Subgroups **8a. Summary:** • Students who are categorized in the bottom 25%/ non-proficient, must meet the same requirements as those students that do not fall into the same category on high stakes assessments. • Because of this, the bottom 25% of students is given the same assessments. However, when data is disaggregated, the bottom 25% is identified separately and consequently placed in the Tier 1-3 Intervention Program if necessary. • Once in the Tier 1-3 Intervention Program, parent calls are made and meetings are scheduled. Throughout the intervention program, assessment through progress monitoring is continuously utilized and the program is modified to meet the individual student needs. The principal is required to have a face-to-face meeting with these students, parents and any other pertinent stakeholders in the child's education. • Depending on their most recent scores, students in the bottom 25% are consequently placed on academic contract and mandatory tutoring ensues. • In addition, the bottom 25% students receive specialized instruction so as to meet their specific learning needs. • All teachers undergo SEI and Differentiation Professional Development training which enables the bottom 25%/non-proficient of students to be more successful due to the specialized training and professional development these	• Composite List of Students in the Bottom 25%. (Pg. 39). • List of Tier I-III Intervention Program (pg. 40). • Letter to parents informing them of Tier I-III (pg. 59). • Face-to-Face meeting with Principal • Formative: o Informal Classroom questioning o H.O.T.S. Questioning (Higher Order Thinking Questions) o Simple yes/no questions o Thumbs up/down o Responses via 1'x1' dry erase boards • Interim Assessments: o Chapter Tests (Pg. 49). o Shurley - Chapter Quizzes (Pg.50). o End of unit assessments (Pg. 49). o Saxon Tests (Pg. 51). o Khan Academy *(Computer Based)* o A+ *(Computer Based)* o SRA (Reading) Assessments (Pg. 49). o Shurley (L.A.) Assessments (Pg. 50). • Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20). • Grade group meetings (Pg. 8). • Lead teacher dissemination (Pg. 36). • PLC Meetings (See Pg. 9). • Professional Development Trainings (Pg. 11). • CWT/LOTI Walk Through

teachers receive.	Observation Feedback Reflection Forms (Pg. 7). • Consistent responses/guidance from varying administrators or instructional leaders • Lesson Plan/PLC Tracking Spreadsheet (Pg. 38).
9. How does the assessment system assess ELLs to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
Adapted to Meet the Needs of ELL Subgroups **9a. Summary:** • Students who are categorized as ELL must meet the same requirements as prescribed by the CCSS/ACCRS as other students who are native English speakers. • Because of this, ELL students are given the same assessment as other students. However, when data is disaggregated, the ELL subgroup is identified and monitoring of the student progress determines the effectiveness of the supplemental and or differentiated instruction being afforded to ELL students. • ELL students receive specialized instruction within the classroom to meet their specific learning needs. Students in this category are also assessed on their progress with regards to language acquisition and implementation. This monitoring is done via AZELLA testing. • AZELLA testing takes place intermittently throughout the year and may be viewed as a summative assessment as the data from this information is used to monitor the effectiveness of the differentiated instruction these students receive. • Dependent upon the percentage of students who move from one level to the next with regard to their proficiency levels, determines the effectiveness and success of the	• Composite List of ELL Students (pg. 48). • List of Tier I-III Intervention Program (pg. 40). • Letter to parents informing them of Tier ELL Status (pg. 59). • Face-to-Face meeting with Principal • Formative: o Informal Classroom questioning o H.O.T.S. Questioning (Higher Order Thinking Questions) o Simple yes/no questions o Thumbs up/down o Responses via 1'x1' dry erase boards • ELL Interim Assessments: o Chapter Tests. (Pg. 49). o Shurley - Chapter Quizzes (Pg. 50). o End of unit assessments (Pg. 49). o Saxon Tests (Pg. 51). o Khan Academy *(Computer Based)* o A+ *(Computer Based)* o SRA (Reading) Assessments (Pg. 49). o Shurley (L.A.) Assessments (Pg. 50). • Individual Language Learner Plan (ILLP) Meeting. (pg. 47). • Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20). • Grade group meetings (Pg. 8). • Lead teacher dissemination (Pg. 36). • PLC Meetings (See Pg. 9). • Professional Development Trainings (pg. 11/24/37/53). • CWT/LOTI Walk Through Observation Feedback Reflection

curriculum and the instruction they receive.	Forms (See Pg. 6/7). • Consistent responses/guidance from varying administrators or instructional leaders. • Lesson Plan/PLC Tracking Spreadsheet (Pg. 38).
10. How does the assessment system assess FRL-eligible students to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
Adapted to Meet the Needs of Subgroups **10a. Summary:** • 95% of our student population falls into the FRL category as we are a (school-wide) Title I school. • Students who are categorized as FRL must meet the same requirements as prescribed by the CCSS/ACCRS as other students who are not FRL. • Because of this, FRL students are given the same assessment as non FRL students. However, when data is disaggregated, the FRL subgroup is the majority (95% or higher) of the students in the class. Therefore, the teacher adjusts his/her instruction based upon the majority need. • FRL students receive specialized instruction within the classroom to meet their specific learning needs. Students in this category are also assessed on their progress with regards to academic standards achievement. This monitoring is done via Galileo benchmark testing. • Benchmark testing takes place intermittently throughout the year and may be viewed as a summative assessment as the data from this information is used to monitor the effectiveness of the differentiated instruction these students receive. • Dependent upon the percentage of students who move from one level to the next with regard to their proficiency levels, determines the	• Composite List of FRL (pg. 60). • List of FRL students in the Tier I-III Intervention Program. (pg. 43). • Letter to parents informing them of FRL after-school tutoring. (Pg. 59). • Face-to-Face meeting with Principal for FRL students. • Formative: o Informal Classroom questioning o H.O.T.S. Questioning (Higher Order Thinking Questions) o Simple yes/no questions o Thumbs up/down o Responses via 1'x1' dry erase boards • Interim Assessments for FRL: o Chapter Tests (Pg. 49). o Shurley - Chapter Quizzes (Pg.50). o End of unit assessments (Pg. 49). o Saxon Tests (Pg. 51). o Khan Academy *(Computer Based)* o A+ *(Computer Based)* o SRA (Reading) Assessments (Pg. 49). o Shurley (L.A.) Assessments (Pg. 50). • Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20). • Grade group meetings (Pg. 8). • Lead teacher dissemination (Pg. 36). • PLC Meetings (Pg. 9). • Professional Development

effectiveness and success of the curriculum and the instruction they receive.	Trainings(pg. 11/24/37/53). • CWT/LOTI Walk Through Observation Feedback Reflection Forms (Pg. 6/7). • Consistent responses/guidance from varying administrators or instructional leaders
11. How does the assessment system assess students with disabilities to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
Adapted to Meet the Needs of Students With Disabilities Subgroups **11a. Summary:** • The Special Education Coordinator closely monitors the assessment system (to assess students with disabilities) to determine the effectiveness of supplemental and/or differentiated instruction and curriculum via the required modifications and accommodations, as required in the respective IEP. • Formative, Interim and Summative assessments have been accommodated to meet the needs of student with disabilities based on what is stipulated on their IEP and any district or special education requirements. Students may not be required to do the exact same thing as their non-SpED peers, however, they are held accountable to the learning goals as they related to their IEP as well as district or Special Education requirements. • Depending upon their IEP and any district or special education requirements, para professionals have been assigned to assist students in their classrooms as we have subscribed to the inclusion model. As to not single out Special Education students, the paraprofessional may go in to the classroom to offer support as necessary.	• Modifications and accommodations provided for students with disabilities. (pg. 62). • Confidential list of students with disabilities. (No list provided for confidentiality purposes). • List of students with disabilities in the Tier I-III Intervention Program. (pg. 43). • Letter to parents informing them of after-school tutoring. (pg. 59). • I.E.P. meetings with Principal and Special Education Coordinator & SpEd team. (pg. 61). • Formative: o Informal Classroom questioning o H.O.T.S. Questioning (Higher Order Thinking Questions) o Simple yes/no questions o Thumbs up/down o Responses via 1'x1' dry erase boards • Interim Assessments for students with disabilities: o Chapter Tests (Pg. 49). o Shurley - Chapter Quizzes (Pg.50). o End of unit assessments (Pg. 49). o Saxon Tests (Pg. 51). o Khan Academy *(Computer Based)* o A+ *(Computer Based)*

• When the appropriate accommodation and modifications are in place, students with special needs and/or disabilities will be successful on benchmark assessments. • This assessment data is analyzed to ensure that the supplemental and core curriculum is effective and is meeting the specific needs of individual student learners within this subgroup.	○ SRA (Reading) Assessments (Pg. 49). ○ Shurley (L.A.) Assessments (Pg. 50). • Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20). • Grade group meetings (Pg. 8). • Lead teacher dissemination (Pg. 36). • PLC Meetings (See Pg. 9). • Professional Development Trainings (pg. 11/24/37/53). • CWT/LOTI Walk Through Observation Feedback Reflection Forms (Pg. 6/7). • Consistent responses/guidance from varying administrators (SpEd Coordinator) or instructional leaders.

Area IV: Monitoring Instruction

Monitoring the Integration of Standards	
1. What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	
A. Monitoring the Integration of Standards **1a. Summary:** • The Charter Holder's process for monitoring the integration of standards into classroom instruction is accomplished by ensuring that the following is in place: ○ Standards must be posted on the board. ○ Standards must be evidenced in the daily lesson plan submission. ○ Standards must be evidenced in the curriculum maps ○ Standards must be discussed with students at the beginning, throughout, and at the end of	• Curriculum Mapping (Pg. 2). • Lesson Plans (Pg. 1). • G. A. Scale (Pg. 3). • PLC Triplicate (Pg. 9). • C.W.T. Form (Pg. 25). • Instructional Coaching Form (Pg. 26). • SRA Data Binder Information (Pg. 27). • SRA Coaching Form (Pg. 28). • SRA Binder Checklist (Pg. 29). • PLC Tool belt Student Data Tracking Form (Pg. 30). • Teacher Professional Development Plan (Pg. 31). • Standards Progressions (Pg. 32, 33). • Focus Calendar (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20). • Grade Group Meeting Agenda with the Discovery Leaning process (Pg. 23). • Weekly PLC Meeting (Pg. 9).

the lesson in the form of content objectives in student friendly language. ○ Standards must be evidenced in the G.A. Scale process. As the standard is the object identified as needing refinement for student mastery. ○ Standards must be evidenced as the starting blocks in the PLC meetings/discussions as is evidenced on the PLC Triplicate form which is submitted to administration. ○ Standards must be addressed as points of discussion in all GGM and instructional methodology presentations during the Discovery Learning Model portion of the GGM. ○ Standards must be identified and highlighted on the curriculum being taught. **1b. Summary:** • As part of the Classroom Walk Through process, observers are required to annotate the standard the teacher is utilizing in the lesson being delivered. • Before the observer starts with the lesson observation, he/she is required to look up the specific standard on via handheld technology in real time to determine its correlation to the lesson being implemented. • The Charter Holder monitors whether or not instructional staff implements an ACCRS aligned curriculum with fidelity by a myriad of ways: • At OAA, one of the Charter Holders happens also to be the principal. Having stated this, the Charter Holder performs direct classroom walkthroughs. • The Charter Holder receives direct emails from the instructional staff which highlight which ACCRS is being covered and when. This is also evidenced in the specific G.A. scales	• ITL Discovery Learning Professional Development (Pg. 24).

being created.
• In a G. A. Scale, a specific standard is selected and allotted a specified amount of time to focus particularly on one standard at a time. A pre and a post assessment is created so as to show whether or not mastery has been attained.
• The Charter Holder's process for monitoring the integration of standards into classroom instruction is accomplished by ensuring that the following is in place:
  ○ Standards must be posted on the board.
  ○ Standards must be evidenced in the daily lesson plan submission.
  ○ Standards must be evidenced in the curriculum maps
  ○ Standards must be discussed with students at the beginning, throughout, and at the end of the lesson in the form of content objectives in student friendly language.
  ○ Standards must be evidenced in the G.A. Scale process. As the standard is the object identified as needing refinement for student mastery.
  ○ Standards must be evidenced as the starting blocks in the PLC meetings/discussions as is evidenced on the PLC Triplicate form which is submitted to administration.
  ○ Standards must be addressed as points of discussion in all GGM and instructional methodology presentations during the Discovery Learning Model portion of the GGM.
  ○ Standards must be identified and highlighted on the curriculum being taught.	

2. How does the Charter Holder monitor the effectiveness of standards-based instruction	

throughout the year?	

Monitoring the Integration of Standards
 	
2a. Summary:
 	
• At Omega Alpha Academy, the CCSS/ACCRS provide a focal point for professional development, dialogue, curriculum, instruction, assessment, and PLC conversations.
• This standards–based system of education creates a focused approach to teaching and learning.
• The Charter Holder monitors the effectiveness of standards-based instruction by ensuring that the focus continues to be strict adherence to the CCSS/ACCRS.
• Omega ensures the strict adherence throughout the year by ensuring that the standards are present in:
  ○ classroom observations,
  ○ the classroom as they are posted on the board during the lesson
  ○ daily lesson plan submission
  ○ curriculum maps
  ○ the form of student friendly content objectives.
  ○ The G.A. Scale process.
  ○ Points of discussion in PLC as documented on the PLC Triplicate Form
  ○ Discussion in GGM
  ○ And throughout the lesson
• In addition to the points discussed above, Omega strongly believes that certain elements must be present in all lessons to make standards-based lessons effective.
• For example, when monitoring the effectiveness of Math and Language Arts lesson, the observer must look for:
  ○ explicit instruction,
  ○ close reading,
  ○ vocabulary development,
	• Focus Calendars (Pg. 18).
	• Lesson Plan Submissions (pg. 01).
	• Curriculum Map Submissions (pg. 02).
	• AzMERIT Blueprint (Pg. 19).
	• Pacing Guide (Pg. 20).
	• Grade group meetings Pg. (08).
	• Staff emails reminder of due dates (Pg.34).
	• Memos to staff (Pg.35).
	• Lead teacher dissemination (Pg. 36).
	• PLC Meetings (Pg. 9)..
	• Professional Development Trainings (pg. 11/24/37/53).
	• CWT/LOTI Walk Through Observation Feedback Reflection Forms (Pg. 6 &7).
	• Consistent responses/guidance from varying administrators or instructional leaders
	• Lesson Plan/PLC Tracking Spreadsheet (Pg. 38).

○ modeling, ○ guided practice, ○ Independent practice. An assumption we hold, is that there are common teaching tasks that will carry across contexts and developmental levels, and if adhered to, will increase the probability of student success. Omega believes that effective teaching strategies can be learned by all teachers. OAA is identifying and attempting to replicate and transfer such effective teaching strategies and skills (or attributes) and systematically measure and promote them.	
Evaluating Instructional Practices	
3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	
Evaluating Instructional Practices **3a. Summary:** • Omega's Charter Holder's process for evaluating instructional practices relies primarily on the Classroom Walk Through (CWT). • These observations are performed by school administration. • The school relies on two basic forms. • One form is the one which has been in existence for a number of years (CWT) and the other observation tool is a relatively new tool at our school (Loti). • Eventually, the new tool may replace the old version. The new tool is based off of the Charlotte Danielson teacher evaluation model: Loti Walk Through. • During a CWT/Loti observation, the OAA evaluator will walk into the classroom and performs an unannounced observation. • Upon the completion of the CWT/Loti observation, teachers have approximately two working days to complete the required face-to-face	• Closely monitoring and performing CWT/LOTI Classroom Walk Through Observation Feedback Reflection Forms (Pg. 6 &7). • Monitoring Focus Calendars (Pg. 18). • Monitoring Lesson Plan Submissions (pg. 01). • Monitoring Curriculum Map Submissions (pg. 02). • AzMERIT Blueprint (Pg. 19). • Monitoring Pacing Guide (Pg. 20). • Hosting grade group meetings (Pg. 8). • Lead teacher dissemination (Pg. 36). • PLC Meetings (Pg. 9). • Professional Development Trainings (pg. 11/24/37/53). • Lesson Plan/PLC Tracking Spreadsheet (Pg. 38). • Monitoring Formative: ○ Informal Classroom questioning ○ H.O.T.S. Questioning (Higher Order Thinking Questions) ○ Simple yes/no questions ○ Thumbs up/down ○ Responses via 1'x1' dry erase boards

wrap up meeting. Strengths and weaknesses are identified based on the observation and classroom data to create goals to ensure the quality of instruction is high and effective in Math and Language Arts.
• Inter-rater-reliability trainings have been performed with the new evaluative tool.
• Further clarification regarding Omega's instructional evaluative tool is described below:
 	
Evaluating Instructional Practices
 	
3b. Summary:
 	
The Evaluating Instruction processes evaluate the quality of instruction by aligning the following components to the Charlotte Danielson Teacher Evaluation Model:
• **Formal observations:** These are required as the first observation for all categories of teachers. Formal observations will assess all 4 domains of the Teacher Performance Rubric utilizing the electronic version of the rubric to indicate behaviors observed in the appropriate rating category.
  ○ Formal observations are a minimum of 50 minutes or an entire lesson, and are announced to the instructional personnel with a minimum of a time range of a week during which the observation will occur.
  ○ Formal observations require a planning conference and a reflection conference between the teacher and the observing administrator.
• **Informal observations**: These observations are required for all categories of teachers in varying number which may gather evidence of selected domains identified in the formal observation, or may observe all 4 domains included in the Teacher
	• Monitoring Interim Assessments:
	  ○ Chapter Tests Pg. 49
	  ○ Shurley - Chapter Quizzes (Pg.50).
	  ○ End of unit assessments (Pg. 49).
	  ○ Saxon Tests (Pg. 51).
	  ○ Khan Academy *(Computer Based)*
	  ○ A+ *(Computer Based)*
	  ○ SRA (Reading) Assessments (Pg. 49).
	  ○ Shurley (L.A.) Assessments (Pg. 50).

Performance Rubric. ○ Informal observations are a minimum of 20 minutes and are unannounced to the instructional personnel. ○ These observations are used to collect evidence to assist teachers in improving their craft, enhancing skills, recommending professional development, modifying the Instructional Professional Development Plan (IPDP), and documenting proficiency in the teacher performances as described in the rubric. ○ Informal observations do require a planning conference or reflection conference. • **Walkthroughs:** These unannounced observations are designed to look for a general trend or environment in the classroom and consist of approximately 3-5 minutes focusing on one or more elements within a domain. ○ The walkthrough will utilize the electronic version of the rubric to indicate behaviors observed in the appropriate rating category and the element being observed. ○ Completed walkthrough documents should be electronically linked to the teacher performance system housed in Performance Matters and made available to the teacher no later than 2 days following the observation. ○ Data collected in walkthroughs should be used to identify trends in instruction within the school, the department, the grade level, the content, or the specific teacher's classroom.	

4. How does this process identify individual strengths, weaknesses, and needs?	
Evaluating Instructional Practices **4a. Summary:** **The process we utilize to evaluate instructional practice identifies individual strengths by:** • The process Omega utilizes to evaluate instructional practice identifies individual teacher strengths by allowing the observer to rank and document specific instructional methodologies. • Additionally, the specificity in the teacher observation program allows individual teacher performances to be easily ranked against each other. • The program we utilize is derived from the Charlotte Danielson model. This model is identified as the Loti Walk through Observation. • In addition to the Loti teacher observation model, teachers are also empowered to do research and instruct the rest of their peers with research based instructional best practices which align to the CCSS/ACCRS, district guidelines and the Discovery Learning approach. • Additionally, those teachers choosing to above and beyond are invited to attend additional professional development opportunities to further enhance their craft. **The process we utilize to evaluate instructional practice identifies individual weaknesses by:**	• Closely monitoring and performing CWT/LOTI Classroom Walk Through Observation Feedback Reflection Forms (Pg. 6 &7). • Monitoring Focus Calendars (Pg. 18). • Monitoring Lesson Plan Submissions (pg. 01). • Monitoring Curriculum Map Submissions (Pg. 02). • AzMERIT Blueprint (Pg. 19). • Monitoring Pacing Guide (Pg. 20). • Hosting grade group meetings (Pg. 8). • Lead teacher dissemination (Pg. 36). • PLC Meetings (Pg. 9). • Professional Development Trainings (Pg. 11/24/37/53). • Lesson Plan/PLC Tracking Spreadsheet (Pg. 38). • Monitoring Formative: o Informal Classroom questioning o H.O.T.S. Questioning (Higher Order Thinking Questions) o Simple yes/no questions o Thumbs up/down o Responses via 1’x1’ dry erase boards • Monitoring Interim Assessments such as: o Chapter Tests (Pg. 49). o Shurley - Chapter Quizzes (Pg. 50). o End of unit assessments (Pg. 49). o Saxon Tests (Pg. 51). o Khan Academy *(Computer Based)* o A+ *(Computer Based)* o SRA (Reading) Assessments (Pg. 49). o Shurley (L.A.) Assessments (Pg. 50).

• The process Omega utilizes to evaluate instructional practice identifies individual teacher weaknesses by allowing the observer to rank and document specific instructional methodologies. • Additionally, the specificity in the teacher observation program allows individual teacher performances to be easily ranked against each other. • The program we utilize is derived from the Charlotte Danielson model. **The process we utilize to evaluate instructional practice identifies individual needs by:** • The process Omega utilizes to evaluate instructional practice identifies individual teacher needs by allowing the observer to rank and document specific instructional methodologies. • Additionally, the specificity in the teacher observation program allows individual teacher performances to be easily ranked against each other. • Those very low scores allow Omega administration an opportunity to align professional development opportunities due to the identified weaknesses.	
Providing Analysis and Feedback to Further Develop Instructional Quality	
5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	
Providing Analysis and Feedback to Further Develop Instructional Quality **5a. Summary:** • The Charter Holder provides feedback	Via: • CWT/LOTI Classroom Walk Through Observation Feedback Reflection Forms (Pg. 6 &7). • Monitoring Focus Calendars (Pg. 18).

on strengths, based on the evaluation of instructional practices, by conducting a face-to-face CWT wrap-up meeting. • These meetings are done within two working days after the completion of the initial classroom walk-through meeting. • During this meeting, teachers are repeatedly praised for the positive work they are doing. They are strongly and respectfully encouraged to continue working effectively. • The Charter Holder provides feedback on weaknesses, based on the evaluation of instructional practices, by conducting a face-to-face CWT wrap-up meeting. • These meetings are done within two working days, after the completion of the initial classroom walk-through meeting. • In the event that this situation merited, prompt and immediate assistance, professional development training would be scheduled as soon as possible. • The Charter Holder provides feedback on needs, based on the evaluation of instructional practices, by conducting a face-to-face CWT wrap-up meeting. • These meetings are done within two working days after the completion of the initial classroom walk-through meeting. In the event that this situation merited, prompt and immediate assistance, a needs assessment would be conducted as soon as possible.	• Monitoring Lesson Plan Submissions (Pg. 01). • Monitoring Curriculum Map Submissions (pg. 02). • AzMERIT Blueprint (Pg. 19). • Monitoring Pacing Guide (Pg. 20). • Hosting grade group meetings (Pg. 8). • Lead teacher dissemination (Pg. 36). • PLC Meetings (Pg. 9). • Professional Development Trainings • Lesson Plan/PLC Tracking Spreadsheet (Pg. 38). • Monitoring Formative: o Informal Classroom questioning o H.O.T.S. Questioning (Higher Order Thinking Questions) o Simple yes/no questions o Thumbs up/down o Responses via 1'x1' dry erase boards • Monitoring Interim Assessments such as: o Chapter Tests (Pg. 49). o Shurley - Chapter Quizzes (Pg.50). o End of unit assessments (Pg. 49). o Saxon Tests (Pg. 51). o Khan Academy *(Computer Based)* o A+ *(Computer Based)* o SRA (Reading) Assessments (Pg. 49). o Shurley (L.A.) Assessments (Pg. 50).
6. How does the Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	
6a. Summary: • The Charter Holder analyzes this information by simply accessing the the composite summarization of the teacher score (on the Loti Teacher Observation Website). • This score is based off of the Danielson Model.	Via: • CWT/LOTI Classroom Walk Through Observation Feedback Reflection Forms (Pg. 6 &7). • Monitoring Focus Calendars (Pg. 18). • Monitoring Lesson Plan Submissions (Pg. 01).

• The teacher is evaluated on a rubric from 0 – 6. • Zero being the lowest number and six being the highest score. • This powerful teacher evaluation tool is a very powerful tool which has the capability of printing out various related reports. **6b. Summary:** • The data about the quality of instruction informs the Charter Holder about many aspects of an instructional leader's performance. • As mentioned previously, the Charter Holder analyzes this information by simply accessing the composite summarization of the teacher score (on the Loti Teacher Observation Website). From this information, the Charter Holder determines which specific strengths he wants to replicate and which specific teacher weaknesses he needs to remediate via a Professional Development plan. • If it is noted that a teacher is excelling on his/her evaluations, he/she may be considered to be a mentor teacher or may model lessons for struggling teachers based on their specific need. **6c. Summary:** • With the plentiful amount or related information, the Charter Holder, in response, can utilize many options at his disposal. • Namely, he can reward the instructional leader via a couple of ways. He may issue additional monetary rewards via the Classroom Site Fund (Proposition 301) or teacher performance pay. • If a teacher is consistently receiving poor evaluations, the teacher may be put on a professional development plan. Included in this professional development plan may be additional coaching sessions, peer observations,	• Monitoring Curriculum Map Submissions (Pg. 02). • AzMERIT Blueprint (Pg. 19). • Monitoring Pacing Guide (Pg. 20). • Hosting grade group meetings (Pg. 8). • Lead teacher dissemination (Pg. 36). • PLC Meetings (Pg. 9). • Professional Development Trainings (Pg. 11/24/37/53). • Lesson Plan/PLC Tracking Spreadsheet (Pg. 38). • Monitoring Formative: o Informal Classroom questioning o H.O.T.S. Questioning (Higher Order Thinking Questions) o Simple yes/no questions o Thumbs up/down o Responses via 1'x1' dry erase boards • Monitoring Interim Assessments such as:

and/or extended research to name a few professional development opportunities.	
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
7. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of students with proficiency in the bottom 25%/non-proficient students?	
Adapted to Meet the Needs of bottom 25% Subgroups **7a. Summary:** The Charter Holder monitors and evaluates supplemental and/or differentiated instruction (targeted to address the needs of students with proficiency in the bottom 25%/non-proficient students) by: • The Charter Holder monitors differentiated instruction by performing walk through observations during Tier 1-3 tutoring sessions. These walk through observations are specifically addressing areas such as differentiated instruction to meet the specific needs of the students in the bottom 25%. • The intervention alert reports from Galileo monitors the progression of the students in this category. If students are improving, this is the strongest indicator that the instruction for this sub-group is effective. • The Charter Holder evaluates the progression of the students in the bottom 25% but utilizing the bottom 25% spreadsheet. This spreadsheet sets specific	• Composite List of Students in the Bottom 25% (Pg. 39). • List of Tier I-III Intervention Program (Pg. 43). • Letter to parents informing them of Tier I-III (Pg. 59). • Face-to-Face meeting with Principal • Formative: o Informal Classroom questioning o H.O.T.S. Questioning (Higher Order Thinking Questions) o Simple yes/no questions o Thumbs up/down o Responses via 1'x1' dry erase boards • Interim Assessments: o Chapter Tests (Pg. 49). o Shurley - Chapter Quizzes (Pg. 50). o End of unit assessments (Pg. 49). o Saxon Tests (Pg. 51). o Khan Academy *(Computer Based)* o A+ *(Computer Based)* o SRA (Reading) Assessments (Pg. 49). o Shurley (L.A.) Assessments (Pg. 50). • Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20). • Grade group meetings (Pg. 8). • Lead teacher dissemination (Pg. 36).

goals for the students in the bottom 25%. These goals are noted at milestones. • This milestones increase by 10-15 points each benchmark period.	• PLC Meetings (Pg. 9). • Professional Development Trainings (Pg. 11/24/37/53). • CWT/LOTI Walk Through Observation Feedback Reflection Forms (See Pg. 6/7). • Consistent responses/guidance from varying administrators or instructional leaders • Lesson Plan/PLC Tracking Spreadsheet (Pg. 38).
8. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of ELLs?	
Adapted to Meet the Needs of Subgroups **8a. Summary:** • The Charter Holder monitors differentiated instruction by performing walk through observations during Tier 1-3 tutoring sessions. These walk through observations are specifically addressing areas such as differentiated instruction to meet the specific needs of the ELL students. • The intervention alert reports from Galileo monitors the progression of the students in this category. If students are improving, this is the strongest indicator that the instruction for this sub-group is effective. • The Charter Holder evaluates the progression of the ELL students based on the AZELLA tests completed by the ELL coordinator as well as the information submitted by the ELL coaches and teachers. • When working with teachers, specific strategies are implemented in classrooms where ELL strategies are not noted or documented as being	• Composite List of ELL Students (Pg. 44). • List of Tier I-III Intervention Program (Pg. 43). • Letter to parents informing them of Tier ELL Status. (Pg. 59). • Face-to-Face meeting with Principal • Formative: ○ Informal Classroom questioning ○ H.O.T.S. Questioning (Higher Order Thinking Questions) ○ Simple yes/no questions ○ Thumbs up/down ○ Responses via 1'x1' dry erase boards • ELL Interim Assessments: ○ Chapter Tests (Pg. 49). ○ Shurley - Chapter Quizzes (Pg.50). ○ End of unit assessments (Pg. 49). ○ Saxon Tests (Pg. 51). ○ Khan Academy *(Computer Based)* ○ A+ *(Computer Based)* ○ SRA (Reading) Assessments (Pg. 49). ○ Shurley (L.A.) Assessments (Pg. 50). • Individual Language Learner Plan (ILLP) Meeting (Pg. 46). • Focus Calendars (Pg. 18).

used consistently.	• AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20). • Grade group meetings (Pg. 8). • Lead teacher dissemination (Pg. 36). • PLC Meetings (Pg. 9). • Professional Development Trainings (Pg. 11/24/37/53). • CWT/LOTI Walk Through Observation Feedback Reflection Forms (Pg. 6/7). • Consistent responses/guidance from varying administrators or instructional leaders • Lesson Plan/PLC Tracking Spreadsheet (Pg. 38).
9. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of FRL-eligible students?	
Adapted to Meet the Needs of Subgroups **9a. Summary:** • The Charter Holder monitors differentiated instruction by performing walk through observations during Tier 1-3 tutoring sessions. These walk through observations are specifically addressing areas such as differentiated instruction to meet the specific needs of FRL students. • The intervention alert reports from Galileo monitors the progression of the students in this category. If students are improving, this is the strongest indicator that the instruction for this sub-group is effective. • The Charter Holder evaluates the progression of the students categorized as FRL. Being that this is the largest percentage of our population, most of the teaching practices geared	• Composite List of FRL. (Pg. 60). • List of FRL students in the Tier I-III Intervention Program (Pg. 43). • Letter to parents informing them of FRL after-school tutoring. (Pg. 59). • Face-to-Face meeting with Principal for FRL students. • Formative: o Informal Classroom questioning o H.O.T.S. Questioning (Higher Order Thinking Questions) Pg. 54 o Simple yes/no questions o Thumbs up/down o Responses via 1'x1' dry erase boards • Interim Assessments for FRL: o Chapter Tests (Pg. 49). o Shurley - Chapter Quizzes (Pg. 50). o End of unit assessments (Pg. 49). o Saxon Tests (Pg. 51). o Khan Academy *(Computer Based)* o A+ *(Computer Based)*

towards all of the subgroups are consistent with those who are considered FRL.	○ SRA (Reading) Assessments (Pg. 49). ○ Shurley (L.A.) Assessments (Pg. 50). • Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20). • Grade group meetings (Pg. 8). • Lead teacher dissemination (Pg. 36). • PLC Meetings (See Pg. 9). • Professional Development Trainings (Pg. 11/24/37/53). • CWT/LOTI Walk Through Observation Feedback Reflection Forms (See Pg. 6/7). • Consistent responses/guidance from varying administrators or instructional leaders
10. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of students with disabilities?	
Adapted to Meet the Needs of Subgroups **10a. Summary:** **How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of students with disabilities** • The Charter Holder holds the Special Education Director specifically in charge of insuring that the lesson implementation meets the needs of the students with disabilities. • This is insured by completing classroom walk through observations and providing coaching specific to the student's IEP. • The individual accommodations are discussed during IEP meetings and are then	• Modifications and accommodations provided for students with disabilities (Pg. 62). • Confidential list of students with disabilities (For confidentiality reasons we cannot give out this list). • List of students with disabilities in the Tier I-III Intervention Program (For confidentiality reasons we cannot give out this list). (Pg. 43). • Letter to parents informing them of after-school tutoring. (Pg. 59). • I.E.P. meetings with Principal and Special Education Coordinator & SpEd team (Pg. 61). • Formative: ○ Informal Classroom questioning ○ H.O.T.S. Questioning (Higher Order Thinking Questions) ○ Simple yes/no questions ○ Thumbs up/down

monitored through Special Education Walk Through Observations. • The Charter Holder monitors differentiated instruction by performing walk through observations during Tier 1-3 tutoring sessions. These walk through observations are specifically addressing areas such as differentiated instruction to meet the specific needs of the students with disabilities. • Intervention alert reports from Galileo monitors the progression of the students in this category. If students are improving, this is the strongest indicator that the instruction for this sub-group is effective. • The Charter Holder evaluates the progression of the students with disabilities by monitoring how students are improving against their specific learning goals outlined on their IEP and aligned with district and ACCRS/CCSS goals. This is evidenced on data collected from various assessments, in-class assignments and input from both general education teacher and special education teacher/paraprofessional.	○ Responses via 1'x1' dry erase boards • Interim Assessments for students with disabilities: ○ Chapter Tests (Pg. 49). ○ Shurley - Chapter Quizzes (Pg. 50). ○ End of unit assessments (Pg. 49). ○ Saxon Tests (Pg. 51). ○ Khan Academy *(Computer Based)* ○ A+ *(Computer Based)* ○ SRA (Reading) Assessments (Pg. 49). ○ Shurley (L.A.) Assessments (Pg. 50). • Focus Calendars (Pg. 18). • AzMERIT Blueprint (Pg. 19). • Pacing Guide (Pg. 20). • Grade group meetings (Pg. 8). • Lead teacher dissemination (Pg. 36). • PLC Meetings (Pg. 9). • Professional Development Trainings (Pg. 11/24/37/53). • CWT/LOTI Walk Through Observation Feedback Reflection Forms (See Pg. 6/7). • Consistent responses/guidance from varying administrators (SpEd Coordinator) or instructional leaders.

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
A. Professional Development **1a. Summary:** The professional Development plan is Based on the data gathered from the needs assessment which was completed by administration, the information and data gathered from classroom walk through observations as well as teacher surveys, the ILT and Admin team worked together to create goals in order to improve all areas of the school in order to reach the common goal of student achievement. The goals have been created in the SMART goal format which addresses the following areas: Specific Measureable Attainable Relevant and Time-bound. • **SMART GOAL ONE:** Omega Alpha Academy will provide a rigorous curriculum aligned to the CCSS as an avenue to increasing student learning outcomes to ensure that students will meet and exceed standardized testing expectations in all tested content areas for all subgroups (ELL, SPED, FRL). • Students will be able to problem-solve independently and collaboratively, articulate their own data and learning goals by having all systemic parts in place by the end of SY 2015/2016. • **SMART GOAL TWO:** Every teacher will have a profound understanding of how data is utilized to meet student need and drive instruction including needs of all subgroups (ELL, SPED, FRL). • Teachers will be able to dissect information from various data pools to identify weak standards and will be able to implement strategies and	• Post CCSS Curriculum Maps with Revisions (Pg. 15). • Post CCSS Lesson Plans • Lesson Plan Observation Coaching Session (Pg. 63). • Standard Implementation Check List (Pg. 14). • Standard Progression (Pg. • 32, 33). • Respective Pacing guides (Pg. 20). • Vision/Mission Statement Agenda (Pg. 64). • Student Data Tracker Tutorial (Pg. 65). • Student Data Trackers (Pg. 66). • Pictures of Students in Class(Pg. 67). • Pictures of Data Walls (Pg. 68). • Data Wall Tutorial (Pg. 65). • Agenda from John Hattie Socratic Seminar PD (Pg. 11). • Agenda from 13 principals of Effective Teaching PD (Pg. 69). • Goal Attainment Scale (Pg. 03). • Focus Calendar Tutorial (Pg. 18). • G.A. Scale Tutorial (Pg. 03). • PD Summary Report (Pg. 70). • ALP Template (Pg. 71). • Adler's Coaching Log (Pg. 72). • Agendas including information from Adler as it is disseminated to teachers (Pg. 22). • Needs Assessment completed at NISL (Pg. 73).

interventions to bring all students to mastery of 80% or higher on identified weak standards. • This will happen by receiving quality and on-going professional development, on-going monitoring and feedback as well as an overall evaluation of the effectiveness of the professional development focus areas.	
2. How was the professional development plan developed?	
2a. Summary: • In conjunction with coaches from the National Institute for School Leadership (NISL), OAA's administrative team, OAA's Instructional Leadership Team (ILT), OAA's Intervention Specialist as well as input from teachers on several surveys and a needs assessment, data was analyzed to determine the areas of greatest need for teachers as well as methodologies to have the greatest impact. • Based on the information derived from said data, the ILT created an Action Learning Plan (ALP), in conjunction with the already created schools Continuous Improvement Plan (CIP) to address any area of concern and strengthen areas of success.	• Post CCSS Curriculum Maps with Revisions (Pg. 15). • Post CCSS Lesson Plans • Lesson Plan Observation Coaching Session (Pg. 63). • Standard Implementation Check List (Pg. 14). • Standard Progression (Pg. 32, 33). • Respective Pacing guides (Pg. 20). • Vision/Mission Statement Agenda (Pg. 64). • Student Data Tracker Tutorial (Pg. 65). • Student Data Trackers (Pg. 66). • Pictures of Students in Class (Pg. 67). • Pictures of Data Walls (Pg. 68). • Data Wall Tutorial (Pg. 65). • Agenda from John Hattie Socratic Seminar PD (Pg. 11). • Agenda from 13 principals of Effective Teaching PD (Pg. 69). • Goal Attainment Scale (Pg. 03). • Focus Calendar Tutorial (Pg. 18). • G.A. Scale Tutorial (Pg. 03). • PD Summary Report (Pg. 70). • ALP Template (Pg. 71). • Adler's Coaching Log (Pg. 72). • Info From Adler disseminated to Teachers (Pg. 22). • Needs Assessment completed at NISL (Pg. 73).
3. How is the professional development plan aligned with instructional staff learning needs?	
3a. Summary: • In looking at successful enterprises	• Post CCSS Curriculum Maps with Revisions (Pg. 15).

across the nation, the trend is to delve deeper into data driven instruction. • Other schools—local, statewide and nationally—are using data to drive instruction. • In developing the PDP, the Charter Holder turns to global data such as TIMSS and PISA to identify higher achieving programs, countries and institutions to align their implemented strategies to OAA's staff learning needs. • Data utilization is relatively new to education, but has been used across and within the business realm to make better decisions based on what different pools of data show. • For the past two years, our school has taken a stance to utilize data to drive our instruction. Teachers are using data to identify student needs. Now that data driven instruction is the forefront of the instructional development process, we are beginning to see a positive trend in academic performance in Math and Language Arts. • A needs assessment was conducted and the Instructional Leadership Team decided that focusing our efforts on equipping teachers with the research, tools, support, guidance, training and consistent coaching with regards to using data to drive instruction, would give our students and school the greatest amount of achievement in the shortest amount of time. • Most of our teachers agree that data disaggregation positively impacts student achievement, but they have expressed concerns with having the skill set and "know-how" to dissect the information and provide possible remedies.; Because of this recognized gap, the Charter Holder has already implemented the aforementioned PDP as well as providing additional resources requested by teachers.. • This has been derived from: ○ Professional development surveys,	• Post CCSS Lesson Plans • Lesson Plan Observation Coaching Session (Pg. 63). • Standard Implementation Check List (Pg. 14). • Standard Progression (Pg. 32, 33). • Respective Pacing guides (Pg. 20). • Vision/Mission Statement Agenda (Pg. 64). • Student Data Tracker Tutorial (Pg. 65). • Student Data Trackers (Pg. 66). • Pictures of Students in Class (Pg. 67). • Pictures of Data Walls (Pg. 68). • Data Wall Tutorial (Pg. 65). • Agenda from John Hattie Socratic Seminar PD (Pg. 11). • Agenda from 13 principals of Effective Teaching PD (Pg. 69). • Goal Attainment Scale (Pg. 03). • Focus Calendar Tutorial (Pg. 18). • G.A. Scale Tutorial (Pg. 03). • PD Summary Report (Pg. 70). • ALP Template (Pg. 71). • Adler's Coaching Log (Pg. 72). • Agendas including information from Adler as it is disseminated to teachers (Pg. 22). • Needs Assessment completed at NISL (Pg. 73).

○ End of Year Exit Surveys, ○ Classroom Walk Through Observations, ○ Loti Observations and ○ Coaching Session. • Teachers at Omega Alpha Academy respond well to professional development as the school has worked hard to develop a professional learning culture. • Attitudes towards professional development are relatively positive as all stakeholders are working towards the common goal of student achievement.	
4. How does this professional development plan address areas of high importance?	
Professional Development **4a. Summary:** • By teaching teachers how to appropriately disaggregate data, areas of high importance will become increasingly more evident. • Instructional practices, curriculum revisions, and professional development will be more focused on an actual and represented need, as opposed to generalized, ambiguous and/or a not needed area of emphasis. • This professional development plan will enable teachers to bridge educational gaps expeditiously because they will be teaching to a specific need and assessing to ensure students have mastery on a frequent basis. • Because there will be ongoing and frequent monitoring of teacher implementation by administration through all of the aforementioned observation tools, administrators will be able to identify teachers who are struggling with utilizing data to drive instruction as is indicated by student scores on various assessments, as well as revisions done to lesson plans and curriculum maps. They will then be able to create professional development plans specific to teacher's need.	• Post CCSS Curriculum Maps with Revisions (Pg. 15). • Post CCSS Lesson Plans • Lesson Plan Observation Coaching Session (Pg. 63). • Standard Implementation Check List (Pg. 14). • Standard Progression (Pg. 32, 33). • Respective Pacing guides (Pg. 20). • Vision/Mission Statement Agenda (Pg. 64). • Student Data Tracker Tutorial (Pg. 65). • Student Data Trackers (Pg. 66). • Pictures of Students in Class (Pg. 67). • Pictures of Data Walls (Pg. 68). • Data Wall Tutorial (Pg. 65). • Agenda from John Hattie Socratic Seminar PD (Pg. 11). • Agenda from 13 principals of Effective Teaching PD (Pg. 69). • Goal Attainment Scale (Pg. 03). • Focus Calendar Tutorial (Pg. 18). • G.A. Scale Tutorial (Pg. 03). • PD Summary Report (Pg. 70). • ALP Template (Pg. 71). • Adler's Coaching Log (Pg. 72). • Info from Adler disseminated to teachers (Pg. 22).

	• Needs Assessment completed at NISL (Pg. 73).
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
Supporting High Quality Implementation **5a. Summary:** • Support will be provided to teachers by the I.L.T and the Administrative Team. • They will take part in professional learning communities, research best practices, provide meaningful feedback, create time and opportunities for teachers to collaborate and observe other teachers. • Teachers will be afforded specific professional development plans addressing specific areas of improvement with regards to development of data driven curriculum, as well as professional development implementation.	• PLC Triplicate with administrative presence noted (Pg. 09). • Post LoTi Feedback Form (Pg. 07). • Afterschool schedule for PLCs (Pg. 77). • Professional Development Plan regarding data disaggregation. (Pg. 11).
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
Supporting High Quality Implementation **6a. Summary:** • Omega Alpha Academy has an abundance of resources for teachers to implement this plan. • First and foremost, OAA has teachers on campus who already have a profound skill set and ability in dissecting data to identify student need. • They also have research-based instructional strategies and methodologies to implement in order to	• Agenda from PD trainings from Teachers (Pg. 74). • Summary of Lead Teacher Training (Pg. 75). • GGM Agenda with Discovery Learning Approach highlighted (Pg. 23). • PD by Marsha Invoice (Pg. 11). • Instructional Leadership Team Sign in Sheet (meeting minutes) (Pg. 76). • Data Analysis Form Intervention Alert from Galileo (Pg. 16). • PLC Triplicate form focusing on Data (Pg. 09). • G.A. Scale Form including remedies for standards shown as below mastery. (Pg.

meet the identified need. • In PLCs and Grade Group Meetings, teachers who have demonstrated these abilities are able to share them with others. There have been several teachers who have shown leadership qualities as they provided training and assistance to their colleagues without having been mandated. • OAA has purchased a data monitoring tool, Galileo, which helps teachers identify any gaps in curriculum and student learning. • Smart Boards have been provided to many teachers in which they can share data with students. • OAA provides daily and weekly on-going professional development for teachers based on current best practices regarding CCSS instructional methodologies. • OAA has implemented PLC time in which teachers collaborate to look at various pools of data to identify strong and weak standards and provide instructional remedies for addressing areas of concern. • A Galileo Specialist is provided to help coordinate testing and get results to teachers quickly. She has also been a contact point for teacher questions and helps facilitate learning with regard to the new program's implementation. OAA's Intervention Specialist, Dr. Adler, provide remedies for identified areas of weakness for the ILT to share with all teachers. • A Reading Specialist has been provided for teachers to consult regarding interpreting the CCSS/ACCRS, instructional methodologies, data disaggregation, and other areas of concern. • A Math Coach has been provided for teachers to consult regarding interpreting the CCSS/ACCRS, instructional methodologies, data disaggregation, and other areas of concern. • Various sources of standards based	09). • PD performed by Mercedes (Pg. 78). • Dr. Adler's Coaching Log (Pg. 72). • Raquel's coaching form (Pg. 28). • Math Coach coaching form (Pg. 26). • Sample PD from SRA trainings (Pg. 79). • Pre/Post Master Schedules (Pg. 80).

exemplars have been given to teachers and students to have a baseline and goal for specific areas of achievement. • More time has been built into the daily master schedule in order for teachers to hone their skills on newly suggested methodologies. • Teachers have several different feedback tools which are now monitored, tracked and evaluated for levels of effectiveness such as the CWT Walk Through Observation Reflection, LOTI Observation Reflection Form, Coaching, and Etc.	
Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
C. Monitoring Implementation **7a. Summary:** **The Charter Holder monitors the implementation of the strategies learned at provided professional development sessions by:** • Through LOTI HEAT observations: These walk through observations evaluate the academic rigor of the lesson being taught. These walk through observations are monitored, tracked and data is collected to see if suggestions are effective or not. This data is stored on the online data collection system. • Through CWT observations: These walk through observations are a snap shot of a teacher's classroom, and curriculum plan, design and implementation. • Through Lesson Study Teams: This will help monitor and evaluate whether lessons are successful as they are aligned to the ACCRS and have elements essential to increasing student achievement for each student in the various sub groups.	• Pre- CCSS Loti (Pg. 6, 7). • Post CCSS Loti (Pg. 6, 7). • Pre CCSS CWT (Pg. 6, 7). • Post CCSS CWT (Pg. 6, 7). • Feedback generated from Lesson Studies (Pg. 81). • Feedback provided at PLC from Administration (Pg. 09). • G.A. Scale showing increase after PD (Pg. 09).

• Through PLC Walk through Observations: These evaluations are put in place to rate teacher's knowledge on how to effectively utilize the time given to collaborate to create lessons, disaggregate data and focus on implementation strategies which were suggested. • Through G.A.Scale: Goal Attainment Scales will ensure that areas which have exemplified the greatest deficiencies are being adequately addressed which will increase student achievement and set students up for exceeding expectations on standardized tests.	
8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	

Monitoring Implementation
 	
8a. Summary:
 	
The Charter Holder monitors and follows up with instructional staff to support and develop implementation of the strategies learned in professional development seminars:
 	
• **Through LOTI HEAT observations:** Administration will meet with teachers preferably within a 48 hour window to provide feedback based on observations.
  ○ Not only is feedback provided, teachers and administrators work on an area to focus attention based on the walk through.
  ○ The subsequent walk-throughs and professional development are based on the focus area from the prior walk through, until that area of focus has met expectations.
  ○ Once expectations have been met for the particular teacher improvement goal, the collaborative instructional goal
	• Post Observation Notes with Goals from LOTI (Pg. 7).
	• Post Observation Notes with Goals from CWT (Pg. 7).
	• PLC Triplicate (Pg. 9).

setting cycle will repeat continuously.
• **Through CWT observations:** Administration will meet with teachers preferably within a 48 hour window to provide feedback based on observations.
  ○ Not only is feedback provided, teachers and administrators work on an area to focus attention based on the walk through.
  ○ The subsequent walk-throughs and professional development are based on the focus area from the prior walk through, until that area of focus has met expectations.
  ○ Once expectations have been met for the particular teacher improvement goal, the collaborative instructional goal setting cycle will repeat continuously.
• **Through Lesson Study Teams:** This will help monitor and evaluate whether lessons are successful as they are aligned to the ACCRS and have elements essential to increasing student achievement for each student in the various sub groups.
• **Through PLC walk through Observations**: These evaluations are put in place to rate teacher's knowledge on how to effectively utilize the time given to collaborate to create lessons, disaggregate data and focus on implementation strategies which were suggested. Based on the PLC monitoring, administration will work collaboratively with teachers to create goals to increase "time-on-task" during the PLC time.	

Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
9. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of students with proficiency in the bottom 25%/non-proficient students?	
D. Adapted to Meet the Needs of	

Subgroups
 	
9a. Summary:
The Charter Holder provides professional development that ensures that the needs of the students in the bottom 25%:
• Providing teachers with a data monitoring sheet which includes all of the students who they teach who are classified as in the bottom 25%.
  ○ The data monitoring form includes not only their proficiency status on AIMs testing, but also on benchmark testing throughout the year.
• Teachers are given time to meet collaboratively to discuss instructional methodologies which are research based and are geared towards meeting the needs of the non-proficient students.
• Teachers have also been provided professional development on how to monitor the bottom 25 % of students on the G.A. Scale performance.
  ○ These G.A. Scales are discussed during their PLCs.
• In addition to data tracking, teachers have been given training regarding tier 1-3 students and what interventions are in place for those students who are the greatest risk.
• The teachers have also been trained in delivering lessons using differentiated instruction to meet the needs of various students in the group.
	• Bottom 25% Sheet (Pg. 39).
	• PD Discussion Differentiation (Pg. 53).
	• PD regarding data on Tier 1-3 (Pg. 82).
	• G.A. Scale tutorial (Pg. 09).

10. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of ELLs?	
Adapted to Meet the Needs of Subgroups **10a. Summary:** **The Charter Holder provides professional development for the instructional staff to meet the needs of English Language Learners by:**	• SEI Training Endorsement certificates (Pg. 83). • SEI Reimbursements (Pg. 70). • Peer Coaching Reflections (Pg. 81).

• The Charter Holder strives to provide every classroom with teachers, substitutes and paraprofessionals who are highly qualified to meet the various needs of students in their classes. A stipulation of being highly qualified is to be SEI endorsed. • Not only are the teachers SEI endorsed, but every member of the instructional staff is required to take and participate in SEI (Structured English Immersion) courses and/or trainings in order to meet the needs of the students who are lacking language. • In addition to being SEI trained and endorsed, the Charter Holder provides mini-trainings focusing on ELL strategies specifically geared towards meeting the needs of the struggling language students. • The Charter Holder also provides opportunities for teachers to observe their peers in order to gain insight on how to appropriately implement ELL strategies. • The ILT and/or the administrative team may model ELL Instructional methodologies in the classroom if necessary or warranted. • Support will be provided to teachers by the ILT and the Administrative Team. They will take part in professional learning communities, research best practices to meet the needs of ELL students, provide meaningful feedback, create time and opportunities for teachers to collaborate and observe other teachers instructional methodologies which have proven to increase proficiency for ELL students. • Teachers will be afforded specific professional development plans addressing specific areas of improvement with regards to	• CWT Form (Pg. 06). • Sample of a SEI Mini-training (Pg. 84). • ILLP Packet (Pg. 46). • Documentation of meetings with ILLP Coaches (Pg. 46). • ELD folder per teacher with student proficiency (Pg. 44).

development of data driven curriculum, as well as professional development implementation relating to the specific needs of ELL students. • The ELL coordinator works in conjunction with ELL grade level coaches in order to ensure all teachers understand the intricacies of an Individual Language Learner Plan (ILLP) and how to meet the needs of ELL students as a whole. She, in conjunction with the ILT and Admin Team, also provides coaching to teachers on instructional methodologies which may best meet the need of the ELL student based on their proficiency status.	
11. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of FRL-eligible students?	
Adapted to Meet the Needs of Subgroups **11a. Summary:** • Because 95% of our student population is classified as FRL, all of the same instructional methodologies apply. • Support will be provided to teachers by the ILT and the Administrative Team. They will take part in professional learning communities, research best practices as they relate to students at high risk specifically FRL, provide meaningful feedback, create time and opportunities for teachers to collaborate and observe other teachers. • Teachers will be afforded specific professional development plans addressing specific areas of improvement with regards to development of data driven curriculum, as well as professional development implementation relating to the needs of the students who are in the FRL classification.	• Post CCSS Curriculum Maps with Revisions (Pg. 15). • Post CCSS Lesson Plans • Lesson Plan Observation Coaching Session (Pg. 63). • Standard Implementation Check List (Pg. 14). • Standard Progression (Pg. • 32, 33). • Respective Pacing guides (Pg. 20). • Vision/Mission Statement Agenda (Pg. 64). • Student Data Tracker Tutorial (Pg. 65). • Student Data Trackers (Pg. 66). • Pictures of Students in Class(Pg. 67). • Pictures of Data Walls (Pg. 68). • Data Wall Tutorial (Pg. 65). • Agenda from John Hattie Socratic Seminar PD (Pg. 11). • Agenda from 13 principals of Effective Teaching PD (Pg. 69). • Goal Attainment Scale (Pg. 03). • Focus Calendar Tutorial (Pg. 18).

	• G.A. Scale Tutorial (Pg. 03). • PD Summary Report (Pg. 70). • ALP Template (Pg. 71). • Adler's Coaching Log (Pg. 72). • Agendas including information from Adler as it is disseminated to teachers (Pg. 22). • Needs Assessment completed at NISL (Pg. 73).
12. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of students with disabilities?	
Adapted to Meet the Needs of Subgroups **12a. Summary:** **The Charter Holder provides professional development for the instructional staff to address the needs of students with disabilities:** • The Charter Holder provides all teachers with the privilege of having an on-site Special Education Director. The Special Education Director provides in-house professional development for teachers in order to meet the needs of students all students with disabilities. • In providing coaching for lesson plans and curriculum revisions, it is important that the teacher identifies lesson adaptations for students with disabilities. This is documented on their daily lessons. The special education director evaluate lesson plans to ensure that the needs of the special education students are being met. If they are not, she provides coaching and support as well as professional development to those teachers who need additional help in accommodating students with special needs. • The special education director and teachers also observes teachers as they implement lessons to ensure they are meeting the needs of the students while instruction is taking	• IEP (Pg. 61). • Lesson Plan revisions with SpED modifications (Pg. 62). • Coaching from SpED to teacher (Pg. 85). • Lesson plan evaluated by Sped (Pg. 86). • IEP meeting notes (Pg. 61). • SpED training powerpoint (Pg. 87).

place. Based on observations, the SpED team may make recommendations to the teacher to better meet the needs of the students based on their learning goal and or behavior objective. • The special education director also provides professional development to teachers in the form of explaining the intricacies of the student's individual education plan (IEP). This allows for teachers to ensure they are meeting the learning goals specific to that child's specific need.	

Area VI: Graduation Rate (if applicable)

Ensuring Students in Grades 9-12 Graduate On Time	
1. How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements?	
A. Ensuring Students in Grade 9-12 Graduate On Time **1a. Summary:** **The Charter Holder monitors and follows up with student progress towards completed courses to meet graduation requirements by:** • Upon registering for High School at Omega Alpha Academy, students receive an ECAP folder. • Within the ECAP folder, students are given suggestions for keeping them on course for graduation and for preparing them for post-secondary education. • Students are also given career interest inventories to help guide their decision making process with regard to which electives to take in order to further expose them to that career field. • These folders are initially reviewed with students within the first two weeks of school. They are the updated at the end of each semester as students identify which classes are pertinent to ensuring their "on-time" graduation. • Also within the ECAP folder, a suggested pacing of core content classes is created with students in order to ensure students understand what, how and when certain classes must be taken. • During the initial ECAP meeting, administration also takes time to explain the difference with regards to attaining credits and not just receiving a grade. • The district and state credit requirements for graduation are also covered with the student at this	• Student Contracts (Pg. 89). • Student schedules demonstrating 7th period (Pg. 90). • Summer School offerings (Pg. 88). • Interventions (Pg. 43). • After school Tutoring (Pg. 43). • Project for Credit assignment rubric (Pg.93). • Douglas Demographics (pg. 94) • Graduation data for students. • Evidence of having a College and Career Readiness emphasis • Evidence of College/University Visits • Evidence of Operation Detour • Evidence of Community Involvement • Evidence of Relay for Life • Evidence of Turkey Trot • Statistical Evidence given to students regarding wage scale based on educational achievement levels.

time. • Students are also made aware of when they will be taking high-stakes tests. They are also given a time-line of when other collegiate entrance examinations are expected – such as ACT and/or SATs. • Students develop goals for their high school experience. Dependent upon student goals and needs, the intervals in which ECAP meetings take place varies. However, ECAP meetings are to be held 3 times a year (beginning of year, end of first semester and end of year), with each student individually – without exception.	
2. How does the Charter Holder identify students that are not successfully progressing through required courses?	
Ensuring Students in Grade 9-12 Graduate On Time **2a. Summary:** **The Charter Holder identifies students who are not successfully progressing through required courses by:** • Careful review of ECAP folders can help the Charter Holder and other administrators easily identify students who are not successfully progressing through required courses. • ECAP folders keep information relevant to a student's graduation progress current and readily available to the charter holder. • They are able to monitor student grades and may then prepare for alternatives to the original plan of accomplishing graduation requirements. • The school also utilizes PowerSchool. • This resource quickly and easily monitors students current, up-to-	• ECAP Folders • Career Interest Inventory • Statistical Evidence given to students regarding wage scale based on educational achievement levels. • High School graduation Requirements • District Graduation Requirements • IEP (Pg. 61). • Lesson Plan revisions with SpED modifications (Pg. 62). • Coaching from SpED to teacher (Pg. 85). • Lesson plan evaluated by Sped (Pg. 86). • IEP meeting notes (Pg. 61). • SpED training powerpoint (Pg. 87).

the-day grades as well as historical grades. • PowerSchool also provides a graduation requirement progression which lists all courses taken and the grade assigned to each course. • It also lists the amount of credit awarded to the student for the successful completion of the course. • It also provides administration with a number of remaining credits needed as well as a number of credits received as is deemed necessary for each content area by district and/or state graduation requirements.	
3. How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	
Ensuring Students in Grade 9-12 Graduate On Time **3a. Summary:** **The Charter Holder provides additional academic support to remediate academic problems for struggling students by:** • Once a student is identified as struggling to progress through graduation requirements in a timely manner, an academic contract is put in place. • Data is evaluated as to why students are struggling to achieve graduation requirements. • Dependent upon various variables, the academic/behavior/attendance contract is put in place in order to ensure that students are aware of their deficiencies and are consciously working towards improving them. • Once students depict responsibility and ownership for their successes as well as their deficiencies as evidenced by attending tutoring without mandate, self-seeking improvement strategies	• Student Contracts (Pg. 89). • Student schedules demonstrating 7th period (Pg. 90). • Summer School offerings (Pg. 88). • Interventions (Pg. 43). • After school Tutoring (Pg. 43). • Project for Credit assignment rubric (Pg.93). • Douglas Demographics (pg. 94) • Graduation data for students. • Evidence of having a College and Career Readiness emphasis • Evidence of College/University Visits • Evidence of Operation Detour • Evidence of Community Involvement • Evidence of Relay for Life • Evidence of Turkey Trot • Statistical Evidence given to students regarding wage scale based on educational achievement levels.

and an improvement in current classes, independent studies are provided to students in order to make up deficient credits. • Students are also afforded an opportunity to attend summer school. • Dependent upon the content area in which students demonstrate deficient credits, culminating projects and assignments may be given to count as credit as long as the assignments demonstrate mastery of all academic standards covered within the original course. • The charter also ensures that systems are in place to identify struggling students to provide interventions prior to receiving failing grades for the semester. • The intervention programs are providing individualized course completion programs, after school tutoring, providing additional course periods, weekend courses, independent studies. and summer school offerings.	
4. What data can the Charter Holder provide to demonstrate that these strategies are effective?	
4a. Summary: **The Charter Holder uses the following data to demonstrate the strategies are effective:** • Due to our geographic location, many of our students come to our school once they gain residency but leave our school, prior to completing high school, to return to their home country of Mexico. • Once they leave to Mexico, we have no means of monitoring their continuation of education and therefore they are counted as a drop-out and negatively impact our graduation rate. • Even though the aforementioned processes positively ensures student graduation if students remain in our facility, the fact that many of them leave the country, negatively impacts	• Graduation data for students. • Evidence of having a College and Career Readiness emphasis • Evidence of College/University Visits • Evidence of Operation Detour • Evidence of Community Involvement • Evidence of Relay for Life • Evidence of Turkey Trot • Statistical Evidence given to students regarding wage scale based on educational achievement levels.

our data which should demonstrate growth. • However, if students who leave to return to their home country are omitted from data analysis, it is evident that systems which are in place positively impact graduation rates. • Because of our location to Mexico and the easy access to drug trafficking, a percentage of our students get involved with illegal activity and subsequently are incarcerated. • Even though the school has taken measures to be proactive in dissuading students from participating in these types of activities, the number of students who do get involved is significant. • Measures taken to be proactive have included a strong daily emphasis on the importance of secondary and post-secondary success, statistics regarding wage dissemination based upon educational achievement levels, "Operation Detour" (Operation Detour is a program implemented by the local Border Patrol Agency used to educate students in all grade levels about the dangers of getting involved in illegal activities), College/University visits or guest speakers, community involvement, citizenship and character building activities such as participation in Relay for Life, and Douglas Turkey Trot.	