Basis for baseline

The baseline was determined based average based on 2013 AIMS for students with disabilities and AIMS Web assessments of students similar to the target population in similar grades

Baseline for reading:

- 10%
- Typical range of growth 35-40

System to create, implement, evaluate, and revise curriculum (Strategy I)

1. The Assistant Director will be in charge of monitoring and overseeing the process to create, implement, evaluate, and revise the curriculum.

2. The Director will be in charge of the hiring of all highly qualified faculty for implementation of the educational program

3. At the beginning of the school year the Assistant Director will review and approve the curriculum maps and IEP/PEP modifications and goals aligned to reading standards for each grade.

4. The Assistant Director will oversee the implementation of the curriculum and instructional methods. He/She will perform regular classroom observations for each teacher.

5. The Assistant Director will oversee the curriculum and instruction. He/She will monitor the lesson plans and the update of goals in the IEPs/PEPs based on the data sheets.

6. The Director, Assistant Director and Teachers Review assessment data – formative, summative, performance on IEPs/PEPs to determine efficacy of curriculum and instruction. Data will be reviewed daily, weekly, monthly. Curriculum will be adjusted based on that data. Strategy I will be revised accordingly.

System to monitor the integration of Arizona Standards into instruction and evaluate the instructional practices of the teachers (Strategy II)

1. The Assistant Director will be in charge of the development of a Curriculum and Instruction Handbook that clearly explains expectations for lesson plans and instructional methods to be used to deliver curriculum.
2. The Director will also oversee the teacher evaluation process, which will include the development of criteria for teacher evaluation form that includes an evaluation of the integration of state standards into instruction.
3. The Assistant Director will review teacher's lesson plans to ensure they are aligned with the Arizona Academic Standards and in keeping with the established curriculum map and IEP/PEP modifications.
4. The Assistant Director will perform teacher observations to ensure instruction is standards-aligned and effective. He/She will write reports if any gaps are identified.
5. The Assistant Director will review results from standards-aligned assessments, which will determine the need for remediation, and IEP/PEP plans modifications.

6. The Assistant Director and teachers will perform a formal evaluation of Strategy II and will revise the strategy, which will improve the effectiveness with which the school will monitor the integration of reading standards into instruction.

Comprehensive assessment system (Strategy III)

1. The Assistant Director will oversee the creation and administration an initial reading assessment for students at the beginning of the year to determine ability levels and class placement.
2. The Assistant Director will oversee the formative assessments, which will determine individual student proficiency in reading, improvements and gaps. Teachers will create Data Sheets with charts for each IEP/PEP goal. Teachers will review of data sheets weekly. The Assistant Director will review data sheets by-weekly. Progress Report Cards will be sent to parents
3. The Assistant Director will oversee the summative assessments are performed and analyzed to determine individual student's proficiency in reading and to determine improvements and gaps in meeting standards. Teachers will create Data Sheets with charts for each IEP/PEP goal. Teachers will review of data sheets weekly. The Assistant Director will review data sheets by-weekly. Teachers will modify IEP/PEP goals with mastery modified based on summative assessments. Progress Report Cards will be sent to parents
4. The Assistant Director will prepare and present before the School Board the Academic Performance Report. The Board will take appropriate actions and decisions regarding the allocation of resources.

Comprehensive professional development plan (Strategy IV)

1. The Director will deliver professional development at start-up.
2. The Director will be in charge of Professional development days during the school year and will discuss instructional practices, alignment to standards in IEPs/PEPs, preparation for AIMS, AIMS-A.
3. The Director will create a formal evaluation template and teacher evaluation rubric and review all expectations during professional development at start-up. The Director will present the evaluation rubric to the School Board to be adopted as an official teacher evaluation instrument.
4. The Director will oversee the teacher evaluation/observation process.
    a. The Assistant Director will perform classroom observations for each teacher.
    b. The Director will conduct the teacher evaluation process.
5. The Director will conduct targeted professional development activities identified through analysis of the teacher observation data, formative and summative assessment data, AIMS reading results.