Academic Systems Plan (ASP) Template

Applicant Name: ___Pathways in Education - AZ_____

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

Applicant does not edit sections in grey

Measure	Metric	Expected/Predicted Baseline Based on Enrollment of Target Population		Annual Target For The Plan
		Math	Reading	
State standardized assessment data (school average) for target population	Percent (%) of target students who currently score proficient on the State standardized assessment	39	70	Meet or demonstrate sufficient progress toward the Academic Performance Expectations as set and modified periodically by the Board
	Average current target student growth percentile (SGP) on the State standardized assessment.	38	41	

Narrative for setting baseline figures

PIE-AZ calculated a baseline for student proficiency by averaging the AIMS reading and math proficiency percentages of four high schools within the 85012, 85014, 85016, and 85019 zip codes. These high schools include North High School, Alhambra High School, Central High School, and Camelback High School. We also calculated the baseline for Student Growth Percentile by averaging the median growth percentiles for each of the four comparison schools in both reading and math separately. The data was collected from the Arizona Department of Education (via Arizona Charter Schools Association research team). Data is based on the 2013-14 school year using AIMS assessment results. We will use this data to show the needs of our target population.

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

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

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
Adoption of curriculum aligned to Arizona's College and Career Ready Standards 1. Identify High School Graduation Requirements for the state of Arizona	Identify the required courses students need for graduation (e.g. 1 year of World History, 1 year of US history, 4 years of English, etc.)	Already began by July 1, 2015 and completed by September 2015 Annually in June or July, or as standards change.	PMG Curriculum Developers	Document outlining courses required for graduation submitted to PMG leadership	Start-up: Cost of developing 5 courses at $10,000/course is being donated by Pathways Management Company (budget line item: curriculum/resource materials) Year 1: No additional costs Year 2: Curriculum Developers' salary $47,520; Year 3: Salary costs $71,280
2. Analyze current PMG curricula and identify courses that may fulfill the current Arizona high school requirements for graduation	If there is no preexisting course, assign the needed course to a curriculum developer who will then proceed to step four For all existing courses that fulfill Arizona high school graduation requirements,	Begin August 2015 and completed by October 2015	PMG Curriculum Developers	Curriculum schedule submitted to PMG leadership	Cost of developing 5 courses at $10,000/course is being donated by Pathways Management Company

	continue aligning the courses using the steps below				(curriculum/resource materials)
3. Compare AZCCRS with the standards addressed in the current PMG courses	Identify the AZCCRS standards that are being addressed in the existing curricula Identify the AZCCRS standards that are not addressed in the existing curricula Assign the standards that need to be addressed to a curriculum developer who will begin developing the adaptations for each existing course	Begin August 2015 and completed by October 2015	PMG Curriculum Department	Matrix of standards submitted to PMG leadership	Start-up: Cost of developing 5 courses at $10,000/course is being donated by Pathways Management Company (curriculum/resource materials) Year 1: No additional costs Year 2: Curriculum Developers' salary $47,520; Year 3: Salary costs $71,280 (curriculum and resource materials)
4. Analyze and break down the AZCCRS standards	Identify the content and skills that need to be addressed Identify the priority standards – the standards that will covered thoroughly as they are foundational for learning and understanding the content	October 2015 One month from assigned date	PMG Curriculum Developers	List of priority standards submitted to PMG leadership	Cost of developing 5 courses at $10,000/course is being donated by Pathways Management Company (curriculum/resource materials)
5. Begin design on new Arizona specific coursework	Brainstorm ideas on activities/performance tasks/assessments/resources best suited to teach the standards	October 2015 Concurrent timeline with step above	PMG Curriculum Developers	Curriculum developer Meeting agenda	Start-up: Cost of developing 5 courses at $10,000/course is being donated by Pathways

				AZ course design framework submitted to PMG leadership	Management Company (curriculum/resource materials) Year 1: No additional costs Year 2: Curriculum Developers' salary $47,520; Year 3: Salary costs $71,280 (curriculum and resource materials)
6. Choose texts and supplemental teaching material	Examine authorized textbooks to determine which would be the most effective to address the AZCCRS standards Research additional resources and texts. These resources may be essential to the curricula, like certain primary or secondary documents or novels, or these resources may be supplemental, such as foundational websites or videos, which may enhance student learning This list will continually change throughout the development of the course curricula	November 2015 Concurrent timeline with step above	PMG Curriculum Developers	Recommended list of textbooks, reading materials and instructional materials submitted to PMG leadership	No additional cost
7. Create scope and sequence for each course	Create or adapt (if the course is already existing) each course to address AZCCRS standards	December – January 2016 Concurrent	PMG Curriculum Developers	Scope and Sequence for all new courses	No additional cost

	i. Outline each course (or sections of the course). 1. Break the standards into 2 semesters. a. Each unit will have a common theme, content, and/or learning goal. 2. Break each unit into approximately 5 lessons, which are then subdivided into activities of varied lengths 3. Determine what would be the essential learning in each lesson and/or activities ii. Determine the performance tasks/summative assessments that will be utilized 1. Backwards plan each unit by creating the performance tasks and summative assessments 2. Determine the rubrics and/or evaluation tools for tasks and assessments. 3. Analyze the tasks and make adjustments to ensure accessibility to meet the needs of subgroup populations	timeline with step above		submitted to PMG leadership	
8. Develop the new courses or adapt the current existing courses	Utilizing the previously determined scope and sequence for each course, incorporate the activities that will be used to teach the students the standards Create activities that address the content of the standards, and also the skills that need to be learned	Begin January 2016, Completed by April 2016 Ongoing as new curricula needed	PMG Curriculum Developers	Completed new or adapted courses submitted to PMG leadership	Start-up: Cost of developing 5 courses at $10,000/course is being donated by Pathways Management Company (curriculum/resource materials)

	Include relevant 21st century skills and standards in the curricula Scaffold activities to maximize learning and address the needs of sub-group populations, including, but not limited to: • Graphic organizers, and instruction on how to utilize the organizers when needed • Activities on essential vocabulary and reading comprehension to help students analyze texts – whether textbooks, poems, novels, or primary and secondary documents • Multiple modalities to receive instruction, including, but not limited to videos, supplemental texts and readings, and other audio or visual helps that are available at the centers or on-line. • A variety of performance tasks that require mastery of the same content but different end products (For example, a research project may result in a PowerPoint presentation, online video, or a piece of art, or an essay) • Explicit instruction on life-long educational skills like how to take notes, how to break down prompts, how to do research, and how to analyze test questions Include supplemental materials or resources				Year 1: No additional costs Year 2: Curriculum Developers' salary $47,520; Year 3: Salary costs $71,280 (curriculum and resource materials)

	Identify and include materials, activities, or resources that may be helpful to enhance student learning, especially for students who may be gifted and benefit from differentiated instruction to achieve deeper learning or students who need multiple modalities and iterations of content and skills to fully grasp the learning. Supplemental materials include but are not limited to web-quests, alternate reading selections, video demonstrations and documentaries, and web based lessons. Identify checkpoints/formative assessments to help guide students and teachers during lessons. These may be self-guided formative assessments. Before turning in the course to be edited, review the activities and assessments to ensure they address the standards, are purposeful, and address the needs of students.				
9. Purchase texts and supplemental materials	Once materials are identified, the curriculum team will work with purchasing to make items available.	Spring 2016 (duration is one month for ordering and shipping), Annually	PMG Curriculum Department and Purchasing Department	Purchased materials sourced and available for schools (itemized invoice)	Year 1 - $12,558 Year 2 - renewable costs for consumable supplements or online subscriptions - $244,823 Year 3 - renewable costs for consumable supplements or online subscriptions - $367,235

10. Select online courses	Initial research by the director of online education who will narrow down the search to 5 platform options. The Director of Online Education and Assistant Superintendent of Education will use the CAPEODL Method (Comprehensive Approach to Program Evaluation in Open and Distributed Learning) to evaluate the flexible e-learning systems that are aligned with AZ College and Career Ready Standards. A rubric including the factors such as Pedagogical Components, Technological Issues, Interface design, Evaluation and Assessment, Management, Resources and Support, Ethics and Diversity, Instructional Needs, and Institutional Factors. As part of this adoption process, the team will create and examine a standards crosswalk between the online courses and the AZCCRS, Next Generation Science Standards, and current content standards. This will help to maintain that the needed standards are taught and assessed in each selected course. Platforms will be excluded if the courses do not cover 100% of the standards. The team will ensure that the online curriculum addresses the needs of ELs, students with disabilities and those	Completed by June 2015	Director of Online Education, Assistant Superintendent for Educational Programs, both of whom are employed by Pathways Management Group (part of the management fee)	Completed written evaluation report with rubric scores and recommendation Purchased Platform	Year 1 – $8,667; Year 2 - $10,398 (no training in year two, only per student rate) Year 3 - $15,597 (no training in year three – only per student rate)

	students who are below or above grade level. All components will be valued as excellent, sufficient, or deficient. The team will narrow down search to 2 options that have score the best on the CAPEODL rubric. The team will meet with representative of both the companies chosen. Based on those meetings the team will make a recommendation to the administrative team responsible for purchasing.				
Implementation of Curriculum 11. Disseminate adopted curricula to the field	After the pilot phase and the revisions of the curricula, make the curricula available to the school/teachers. This includes both the Student Activity Workbooks, text books, and any supplemental materials	April 2016, Within one month of completed pilot of curricula and edits.	PMG Curriculum Developers and Purchasing Department	Texts and Materials arrive at school site and available for additional orders through PMG Purchasing Department	No additional cost
12. Train teaching staff and leadership	Provide trainings for the leadership of the school, the training staff, and teaching staff. • In the training explain the structure, purpose, goals, content, and standards of the individual courses • Train staff where and how they may make modifications to address the needs of individual students • Train staff on how to evaluate the students on the performance tasks and assessments, and how to utilize	June 2015 Additional trainings available as requested by principal.	PMG Curriculum Developers and Professional Development Coaches	Training agenda, materials, sign in sheet	No additional cost. Training imbedded in curriculum services provided by PMG.

	the formative assessments to maximize the student learning • Inform staff on supplemental materials and resources that are included in the curricula or where they may be accessed				
13. Continue making revisions	Receive course assessment feedback from teachers. Curriculum team will continue to make adjustments and revisions based on feedback. Utilize assessment information to also help make revisions to the curricula as necessary.	Ongoing throughout school year.	Principal	Feedback rubric Revised curriculum documents submitted to PMG curriculum developer	No additional cost
14. Pilot new courses	After the units are complete and all curriculum materials have been received, the course is piloted with a selected group of current PIE-network teachers. Teachers to pilot the program will be selected on their high-level knowledge of curriculum design, content, and instructional methods. The teachers selected will be content experts that are currently teaching a similar content at other schools in the network. Teachers selected for the pilot will also be well suited to address the needs of ELs, students with disabilities, and those students who are below or above grade level. Teachers that will be selected to pilot will participate in course training with a special emphasis on backward design	Offered when core subject classes are completed by curriculum developers (April-May 2016). Before final roll-out of courses to school. Average pilot interval – 1 month per two semester course.	Pilot group, Principal, and PMG Curriculum Developers	Electronic feedback forms End of pilot data report submitted to PMG curriculum department	No additional cost

	elements, how to engage students in learning, how to prepare students for assessment, how to assess the student, how to gauge the level of learning from assessment results, how to provide immediate feedback, how to modify lessons, how to use data analysis to pinpoint the effectiveness of all the curriculums' working parts. This is done to increase the reliability of each teacher's feedback. Each teacher will be educated in a common language of what the developers are looking to assess. As the teachers move through the course, they are providing feedback to the Developer. This feedback can be done formally through in-person meetings. It is also achieved informally through dialogue and emails. Feedback is based on course accessibility, usability, range of difficulty, relevancy of the lessons, assessments and performance tasks. The pilot phase also allows the Developers to identify areas of the course where additional instruction may be needed or if additional materials need to be developed to aid the students.				
Evaluation of Curriculum 15. In-house evaluation of curricula	Curriculum developers perform collaborative evaluations on each course. Feedback is generated and noted amongst developers for any necessary revisions of the course.	Completed within one month of completed course.	PMG curriculum developers	Written course evaluations Revision plan submitted to PMG curriculum department	No additional cost

16. Evaluate data from pilot beta testing	Both qualitative and quantitative data is collected on participant performance during the pilot phase. Data is analyzed to determine the effectiveness of the curriculum in aiding participants to reach the learning objectives. Data is also analyzed to identify any areas where additional support may be necessary for specific subgroups.	Within one month of completion of pilot (May 2016)	PMG curriculum developers	End of Pilot Data Analysis Report and enacted curriculum adjustments submitted to PMG curriculum department	No additional cost
17. Create plan for improvements based on feedback	Developers collaborate to develop a plan to implement the necessary course changes to meet curriculum requirements, based upon feedback during pilot phase	Within one month of completion of pilot (May 2016).	PMG curriculum developers	Revision plan submitted to PMG curriculum department	No additional cost
Revision of Curriculum 18. Discuss revision of curricular needs based on feedback and assign revisions to curriculum developers	Developers modify the curriculum based upon data and feedback session.	Up to one month dependent upon revision required	PMG curriculum developers	Feedback session agenda and sign-in sheet Curriculum revisions submitted to PMG curriculum department	No additional cost
19. Complete revisions	Developers adhere to the plan created to add additional scaffolds, differentiate assessments, and make any additional modifications that were deemed necessary.	Up to one month dependent upon revision required Concurrent with above step	PMG curriculum developers	Final curriculum revisions submitted to PMG curriculum department	No additional cost
20. Evaluate revisions	Developers continue to follow this pattern of evaluation and modification, until data concludes the curriculum is successful, participants are meeting the learning objectives, and curriculum is	Ongoing, dependent upon data and feedback from schools	PMG curriculum developers	End of course participant exam results Participant written feedback form on curriculum changes	No additional cost

	effectively accessible to all subgroups represented.				
Adaptation to address the curriculum needs of subgroup populations 21. Determine subgroup populations	Curriculum Developers research the demographics of the student population that PIE-AZ will serve in order to identify subgroups that may require additional or specialized support.	1 to 2 months Concurrent with planning course outline	PMG Curriculum developers	Data from Central/East Phoenix demographic research submitted to PMG curriculum department	No additional cost
22. Research proven successful scaffolding for specific subgroup populations	Once subgroups are identified, developers research proven successful scaffolding techniques for each subgroup. The developers create a list of scaffolding techniques that, according to research-proven methods will increase student accessibility of the content for all subgroups.	Up to 1 month Concurrent with course outline process	PMG Curriculum developers	List of instructional strategies (scaffolding techniques) submitted to PMG curriculum department	No additional cost
23. Design adaptations and supplements specific to subgroup population	All scaffolds are then tailored, if necessary, for utilization throughout the curricula.	1 month Concurrent with course development	PMG Curriculum developers	Examples of course scaffolds (e.g. chunking lessons, one on one tutoring, etc.) for subgroup population, submitted to PMG curriculum department List of supplemental and ancillary materials to be made available to teachers	No additional cost
24. Develop curricula based on adaptations	Developers consider the needs of our student population, including English Leaners, students with special needs, students who are performing below	1 month	PMG Curriculum developers	Courses with adaptations for subgroup population	No additional cost

to meet student's needs	grade level, and gifted students. Developers create lessons and activities to meet the students' needs. These activities will include, among other things: • Graphic organizers, and instruction on how to utilize the organizers when needed • Activities on vocabulary and reading comprehension to help students analyze texts – whether textbooks, poems, novels, or primary and secondary documents • Multiple modalities to receive instruction, including, but not limited to videos, supplemental texts and readings, and other audio or visual helps that are available at the centers or on-line. • A Variety of performance tasks that require mastery of the same content but different end products (For example, a research project may result in a PowerPoint presentation, or an online video, or a piece of art, or an essay) • Explicit instruction on life-long educational skills like how to take notes, how to break down prompts, how to do research, and how to analyze test questions	Concurrent with course development		submitted to PMG curriculum department	
25. Evaluate adaptations compared to current research and data	Principal schedules opportunities for instructional staff to evaluate and make improvements to adaptations of curricula for our sub-group populations. Receive feedback from teachers.	Twice yearly and more frequent depending on teacher feedback	Principal, teachers	Student performance data on course completion and grades disaggregated by subgroup	No additional cost

provided by stakeholders	Curriculum team will continue to make adjustments and revisions based on current research and feedback. Utilize assessment information to revise curricula as necessary.			Evaluation of course document	

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

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

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Define grading policies that align to proficiency levels on Arizona College and Career Ready Standards	• The Principal (or the Director of Instruction), working collaboratively with SGI coaches and select teachers, develops a uniform grading policy for mastery of ELA and math course content, which is aligned to AZCCRS - based on state grading policies • Assessments and benchmarks will be aligned to standards and each standard will be assigned learning targets with several scaffolded learning targets based on 4 levels of depth of knowledge • Teachers and students will have a clear idea of what proficiency means for each of the Arizona College and Career Ready Standards	Annually, before July 1	Principal (in year one), Director of Instruction (in year two) Teachers, SGI Coaches	Copy of grading policy End-of Unit Assessments with corresponding Learning Targets Aligned STAR tests used for benchmarks	No additional cost; action step part of job description

	• While there will be different unit assessments for each individualized program: independent study, SGI, and online, the benchmarks (using Renaissance STAR), will be common throughout all three unique programs to evaluate proficiency levels of AZCCRS for all our students. The overall structure of each program will be aligned and the success of the three programs for our individual students can be compared and evaluated. • Every item on each assessment and benchmark will be aligned to standards and proficiency levels so that the assessments can be used by the administrators, teachers, and students to improve student learning. • Grades will, therefore, reflect the students' proficiency levels on the standards				
2. Administer diagnostic reading/math assessments	• Within 5 days of enrollment, students will take a pre-test placement and diagnostic assessment to determine a baseline level of reading and math. • The diagnostic assessment will be STAR tests through Renaissance Learning • The placement/diagnostic assessment in reading will focus on the following skills in reading: reading skills/comprehension (expository, and fiction), text complexity level, vocabulary	Within 5 days of enrollment	Teachers	Data reports from STAR Renaissance diagnostic assessment	First year cost (setup training, per user subscription, etc.) $7686.32 for 400 user logins (software fees)

	knowledge in context, and logical relationships (compare, contrast, cause, effect, text structure). • The placement/diagnostic in math will focus on cardinality, algebraic thinking, ratios and proportions, measurement and data, geometry, numbers and operations, fractions, statistics, probability, and functions. • All students will be able to take the STAR Renaissance diagnostic as it adapts to the student's level while taking the test. For students who have identified as English Language Learners, special needs or are below or above grade level, this diagnostic will help teachers identify which area students require additional support. Teachers can use the information from the student's English Language Proficiency assessment (which varies state to state) and provide additional diagnostics on a specific strand to pinpoint what they need the most extra assistance in. • Renaissance Star is a nationally normed test that allows teachers to compare student performance with a broad spectrum of their peers across the nation. • Upon completion of the placement/diagnostic, students will be provided with remediation courses, if necessary, to increase their reading and/or math levels and				

	prepare them for grade level courses. • This assessment data becomes part of the baseline data on the Individual Learning Plan (ILP) for the student. • This assessment also provides additional information and data for struggling students, EL levels, and SPED. • If a student's assessment clearly shows an area of need, teachers can immediately implement differentiation that will help the student be successful in the chosen course.				
3. Individualized Learning Plan completion	• Teachers and parents work with a student to complete an Individualized Learning Plan (ILP). Specialized attention to the ILP will be given to ELLs, students with disabilities and those students who are below or above grade level to ensure adequate goals and supports are clearly stated in their ILP. • The student is asked to share: i. Long Term Goals (Academic, Career, Personal) ii. Grad Goal (unit completion per month) iii. Skills Growth Goal (measured through Renaissance Star), *Attendance Goal iv. Various Soft Skill accomplishments (Character Ed, Extracurricular participation).	Within 5 days of enrollment Twice annually, Fall and Spring for current students.	ILP team (student, parent, teacher)	Regular updates to students' ILPs Completed ILP (written document)	No additional cost

	The teacher will then use the ILP as a baseline to assign classes and structure teaching strategies to assist the student with their unique learning goals. • As the students' ambitions and goals change, teachers and student advisors will update the students' ILP's – promoting high expectations of the students				
4. Assign students in subgroup populations course/supplemental courses based on diagnostic (if needed)	• After completing the placement/diagnostic assessment, teachers will review the students' results along with information provided by home language surveys and previous school information. o Based on the assessment results, teachers will recommend supplemental courses that fit the needs for ELs, students with disabilities, and those students who are below or above grade level. o Students who enter Fifth Arrow with IEPs will be assigned support based on the requirements of the IEP. o Supplemental courses or targeted classes/tutoring will be provided/assigned. o These needs will be outlined in the ILP. • The student is enrolled in the appropriate supplemental courses for the semester.	Within 5 days of enrollment Twice annually, Fall and Spring for current students.	Teachers	Data from diagnostic assessments Individualized Education Plan Individualized Learning Plan Student Course Schedules	No additional cost
5. Assign students' courses based on	• After completing the placement/diagnostic assessment,	Upon enrollment and ongoing	Teachers, Student Advisors	Student diagnostic assessment results	No additional cost

diagnostic assessments	teachers and leadership team will review the students' results and records from past schools. • Teachers together with student advisors will recommend the courses that fit the needs of the student as evidenced by the assessment. • The student is enrolled in the appropriate course for the semester based on the results of their diagnostic tests and previous school transcripts.	Within 5 days of enrollment Twice annually, Fall and Spring for current students.		ILP Student Course Schedules	
6. Create school- wide goal for reading and math achievement by course	• The leadership team (Principal and SGI coaches) will develop goals regarding student ELA and math achievement by student/grade level/ELs, students with disabilities, and students who are below or above grade level in reading and math. • The goals will be directly connected to each student's individual growth plan. According to their individualized learning plan, the students will be encouraged to meet individual "improvement goals". The students are expected to show a minimum of a one-year growth over a period of semester A and semester B. • The entire grade level goal will be in terms of the number of students reaching their individual goals. (For example, 85% of 9th graders met their individual goal for the year.)	By July 1 and annually ongoing	Principal, SGI Coaches	Individual Goal Document Grade Level Goals Document	No additional cost

7. Administer ongoing formative assessments in ELA and math	• Teachers will implement formative assessment and instruction as planned in the unit. • Concurrently with formal formative assessments, the teachers will implement a wide range of informal formative assessments, including checks for understanding, performance tasks, student observation, and review of assignments as outlined in the curriculum. • Written and performance assessments will be scored using the rubrics developed as part of the unit creation. • Students will be guided to develop and complete a document to track progress and proficiency in their courses and then create a student action plan based on how they did on formal formative assessment. • Teachers will conference with students on a regular basis to discuss their progress on assignments, projects, or to give feedback on formative assessments. • Teachers will log meetings into a progress monitoring log. Students and teachers will sign the log as a way to monitor student progression. This will provide documentation that the student is aware of areas of struggle along with strategies for improvement. • Students will monitor their learning through end of unit assessments and	Daily and weekly, Every Fall and Spring Semesters STAR Assessment given every 6 weeks	SGI teachers, General Education Teachers	Rubrics and Assessment Report which describes the written protocols for student and teacher meetings A student self-monitoring and proficiency tracking document	No additional cost

	be allowed and encouraged to perform better on the covered standards after appropriate interventions are provided. • As part of progress monitoring, students will be reassessed as needed, but no less than every six weeks as evidenced by the STAR Renaissance State Standards Report and STAR Renaissance Student Progress Monitoring Report. • At the beginning of each semester, teachers will identify students who fall within the lowest quartile of reading achievement, as determined by STAR Renaissance. This cohort of students may be assigned to small classes focused on intensive literacy and/or math instruction and remediation. The objective of this intervention will be to ensure that at least 70% of this cohort attains their "projected growth" for achievement as defined by the assessment in the first year and progressive growth in following years.				
8. Evaluate Student Progress and Plan Additional Support	• Teachers and leadership staff (led by the SGI coaches) will hold regular PLC meetings (Professional Learning Communities) to review student data and collaboratively create action plans for those students • The team will review student growth on progress monitoring end of unit assessments and benchmarks, student standard mastery assessments, and other outlying	PLCs every Friday	Teachers, Professional Development Coach, SGI Coaches	Change of course plan as recorded in the Individualized learning plans (ILP) PLC agendas PLC action items (following meetings)	No additional cost (Professional Development coach, SGI coach covered in PMG management fee)

	factors such as attendance, adherence to course expectations, and effort (STAR Renaissance State Standards Report). Special attention will be paid to ELs, students with disabilities and those students who are below or above grade level. • PLC meetings can include a combination of staff depending on the student population. (General Education teachers, Tutors, SGI coaches, Professional Development Coaches, School Administration) • One of two goals of the meetings is to track student mastery of standards and course completion. • The other goal is to plan interventions and check success of previous interventions for the student.			Student work demonstrating progress or growth (assessment data, attendance data) Immediate Changes are recorded in the Progress Monitoring Log (Dated/Signed Anecdotal Records of the Conversation)	
9. Administer end of unit summative assessments aligned to standards in each unit	• At the completion of a unit, mastery will be measured using a combination of student performance tasks and an end of unit written assessment. • Each individual course has common learning outcomes, though students may learn in a different venue or differentiated format. Students achieve mastery through a variation of teaching and learning strategies that align with the student's unique learning needs. • For example at the end of each unit, no matter the structure, students will complete a written assessment. This assessment will help determine	Ongoing as students complete units, Every Fall and Spring Semester	SGI teachers Teachers	Completed end of unit summative assessment, student performance tasks for all students in course Comparison Graphs between PIE-AZ sites for the State Standards/Screening Reports to maintain validity in student achievement and programming	No additional cost

	if the curricula and instruction provided is supporting students to reach the intended learning goals of the course. • A comparison between data from different sites (after year 1) provides information to ensure that each school is implementing a reliable model of instruction in each subject area. A reliable model of instruction will produce predictable test results for each site. • Teachers will administer end of unit summative assessments and will measure student progress based on the type of assessment (rubrics for essay, short answer, etc). • Student results will be recorded in terms of mastery for each goal (developing, mastery). Unit tests assess the priority standards for each grade level and content. • All unit assessments are designed to identify student mastery of specific content standards. Data provided through standard aligned assessments provides school leadership with valuable information which is used to inform instruction. • The SGI team has developed a set of common assessments that are shared across all of the schools managed by the PMG network for each unit test in our core subject areas, English, Math, and Science. The assessments are Common Core and NGSS aligned and the results				

	can be used to compare student achievement across the class, center, school, and network if desired. • The rate of passing on these assessments will be compared with the STAR Renaissance Assessment for State Standard Achievement to maintain that internal exams meet the state criteria.				
10. Administer interventions to students who are not gaining mastery of standards	• SGI teachers and participants of PLC Meetings will identify students who are not meeting course expectations and develop a plan to execute interventions such as parent meetings, Achieve 3000 and progress monitoring. Students who require additional support, are designated as ELL, students with disabilities and those students who are below or above grade level, will be provided interventions (including RTI strategies) according to their specific needs as according to federal and state law, as applicable. • These students will be the focus of PLC groups. Teachers and the leadership team will brainstorm interventions weekly based on new data. • Potential interventions will include one-on-one help with teachers, tutoring appointments, meetings with Special Ed. teachers, and intervention groups of students led by teachers (for online students as well).	Bi-weekly, on an ongoing basis, Every Fall and Spring Semesters	School leadership (principal, director of instruction) SGI Teachers Tutors Special Ed. Teachers	Student Progress Monitoring Report Immediate Changes are Recorded in Progress Monitoring Log (Dated/Signed Anecdotal Records of the Conversation)	Cost of Achieve3000 - $8,250 annually (software)

11. Use Student Information System to analyze data	• Principal will review results of a variety of data to make decisions about additional programs/remediation to offer students. The principal will provide data broken down by subgroup, including ELs, students with disabilities and those students who are below or above grade level. • Results from STAR Renaissance, PLC recommendations, Unit Assessment Scores, Student Engagement/Attendance, Student Goals and ILP, AZ Merit, or other state mandated testing will provide data for the principal's analysis • PIE-AZ student data can be looked at for individual students, groups of students, individual classes, teachers' classes, school-wide, and district-wide. • Principals and SGI coaches can target specific students within teachers' classes to ensure they progress according to our set expectations. If not, communication with parents, students, and teachers will help facilitate additional help and intervention.	Quarterly beginning in October	Principal SGI Coach	Immediate Changes are Recorded Progress in Monitoring Log (Dated/Signed Anecdotal Records of the Conversation) Change of course plan would be recorded in the Individualized learning plans (ILP)	Cost of Student information system (PowerSchool) Start-up - $1,253 Year 1 -$13,785 Year 2 - $6,376 Year 3 - $9,364
12. Adjust instruction for all students (including all subgroup populations) based on results of data	• PLC meetings include regular analysis of the curriculum. Special attention will be paid to the curriculum to ensure that it is addressing the needs of ELLs, students with disabilities and students who are below or above grade level.	PLCs each Friday Course Revisions – Annually or as courses change	General Education Teachers Professional Development Coaches Principal	Immediate Changes are Recorded in Progress Monitoring Log (Dated/Signed Anecdotal Records of the Conversation)	No additional cost (Professional Development coach, SGI coach covered in PMG management fee)

	• Opportunities to make improvements to curricula and instruction in order to support all subgroups will be discussed during every PLC. • Specific areas to support our diverse student population will include: • Incorporating language goals within each lesson to support language acquisition for our ELL students and encourage language development for student who read and write below grade level. • Scaffolding instruction to build on prior knowledge and prepare students for the introduction of new information and skills. • Incorporating challenging activities which require the practice of higher level thinking skills to meet the needs of our gifted student population. • Including real world application and project based learning into lessons to engage students and encourage student-designed learning goals. • A combination of staff (general teachers, Small Group Instruction coaches, Professional Development Coaches, Principal) will meet formally to discuss data in association with each course. • Through the process of tracking student mastery of standards and course completion the team may find areas that require improvements in the course design.			Change of course plan would be recorded in the Individualized learning plans (ILP) Changes to IEP (immediate addendums or upon IEP renewal)	

	The team will continuously collaborate to improve the curricula and instruction provided for our diverse student population. • Additionally, the team will need to identify if the structure, frequency, and intensity of interventions have been effective for all populations. • Specifically for ELLs, students with disabilities and those students who are below or above grade level, teachers can create benchmarks that the students take more frequently to track their progress and communicate to the general education teachers. Interventions for students with below-grade-level reading or math scores on the initial assessment will include enrollment in supplemental courses, and access to math tutors to help them learn or relearn foundational skills. Formal standards-aligned tests at the culmination of the course as well as more informal weekly assessments will allow students to determine their proficiency with foundational concepts and move into grade-level appropriate coursework. • The leadership team and teachers will discuss ways to continuously encourage students to monitor their own progress and create individual learning and career goals as individual growth and responsibility is strongly aligned with PIE-AZ's educational philosophy.				

13. Administer AZMERIT assessment	• AZMerit English EOC: i. Students enrolled in English 9-11 will take this assessment in the Spring. Appropriate accommodations and or modifications as stated in the students' IEP. • AZMerit Math EOC: ii. Students enrolled in Algebra 1, Geometry, and Algebra II will take this assessment in the Spring. • The AZMerit assessment, which measures knowledge in an inter-disciplinary approach, can be used to maintain that common core standards are being taught to mastery in multiple subject areas (Also including the technical literacy standards). • For example, with the use of open-ended questions, students are required to use various historical texts to form a well-written literary response. This assessment is designed to maintain that students are learning content material to mastery. • The AZMerit assessment requires solid common core mastery learning; students that score well on the assessment have the ability to assimilate all learned information and produce high-quality writing based on that knowledge.	Offered every spring -Alternative schedules are offered every summer/fall when students are enrolled in corresponding course	All staff	State Data Reports	No Additional Cost

14. Administer Arizona's English Language Learner Assessment	• AZELLA testing occurs in two major categories: Placement testing and Annual Reassessment. Placement testing occurs all year for new students who require testing, students without recent AZELLA scores, and for students who meet other requirements for placement testing. The Annual Reassessment is required for all continuing ELL students. • AZELLA is designed to test the domains of Listening, Reading, Writing, and Speaking. AZELLA test items cover the range of the ELPS proficiency levels: Pre-Emergent, Emergent, Basic, and Intermediate. • Once a student is tested, teachers can respond accordingly with interventions to ensure success for the student. • Teachers may be required to add in ELPS into their daily lesson plans, assignments, and assessments. • Students scoring Proficient on the AZELLA are considered to have met the knowledge, skill, and ability requirements of the ELPS.	Taken upon enrollment Once per year until student reaches proficiency Once reaching proficiency, student will be monitored for 2 years	All staff	State Data Reports	No additional cost

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

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

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Incorporate Arizona College and Career Ready Standards in instruction	• PMG Curriculum departments working with select teachers and SGI coaches will ensure that all Arizona College and Career Ready Standards are being taught in all the programs: independent study, small group instruction, and online instruction • Since teachers and SGI coaches are involved in the curriculum development they are in prime position to coach and lead Professional Development so that teachers are thoroughly trained on the standards. • Through curriculum Professional Development, coaching, and PLCs (Professional Learning Communities), teachers will grow in the understanding and ability to implement the Arizona College and Career Ready Standards in their instruction. • Broaden students' exposure and experience to college/vocational programs through field trips to colleges, universities and vocational schools.	Beginning of the school year, ongoing through Professional Development, coaching, and PLCs	PMG Curriculum departments SGI coaches Teachers	Courses aligned to Arizona College and Career Ready Standards Agendas from Professional Development	No additional cost

2. Develop instructional practices that target the needs of subgroup populations	• Through Professional Development, PLCs, coaching, and meetings with special ed. teachers, teachers and SGIs will develop their instructional practices and strategies for teaching that target the needs of subgroup populations. • ELL student proficiency levels will be identified through the AZELLA so that SGI coaches can provide professional development to SGI teachers and general education teachers. • Teachers will be responsible for monitoring and tracking monthly progress of ELL students through the EL tracker. • The SGI coach and PMG ELL Specialist will work with each student on a weekly basis at individualized appointments to provide support through modified and tailored curriculum and instruction. The goal for the EL Specialist is to help students successfully comprehend and complete two units at the end of each school month. • The Principal will monitor the progress for students in transition (homeless, foster care, etc.) and provide support on a weekly basis to ensure they are meeting academic benchmarks. • PMG ELL specialists will support teachers to differentiate their instruction to meet the needs ELL students. Teachers will learn specific teaching strategies to enhance their	PLCs will occur every Friday 1 or 2 Professional Development sessions per semester Specific teaching strategies will be used daily Weekly tracking of student progress by subgroup	SGI Coaches SGI Teachers General Education Teacher (for online students as well) Special Ed Teacher Student Advisor	Student and teacher observations PLC agendas Meeting action items Student Work Samples EL Tracker	No additional cost

	lessons and engage their ELL students, such as effective incorporation of ELD standards into lessons, emphasizing key academic vocabulary, and adding visuals and kinesthetic activities to differentiate instruction • Special education students will also receive targeted support and intervention from general and special education teachers. • Professional Development will be conducted to provide general and special education teachers specific teaching strategies to enhance their lessons and engage students, such as using heterogeneous groups during instruction, providing additional one-on-one support, and incorporating a strong RTI program. • Students that are meeting and exceeding expectations on the standards as evidenced by mastery will receive additional support and higher expectations from their teachers. • During PLCs samples of student work will be discussed and teachers will learn instructional practices that will engage and motivate the special needs population, such as designing real-world performance tasks with multiple entry points, adding advancing level questions during instruction, and posing critical thinking questions throughout instruction.				

	• Students that are not meeting proficiency on the standards will receive support from teachers (general and SGI) and tutors. During PLCs and professional development sessions these special needs students will be discussed and student work examined to foster discovery of best teaching practices. These practices may include tutoring outside of class, scaffolding instruction, and a robust RTI program.				
3. Review and update instructional manual which includes Arizona standards for all subjects, instructional best practices, awareness of special needs, scaffolding techniques, and processes for providing curricula feedback.	• The leadership team will update the instructional manual based on criteria, including: i. Effective research-based teaching methodologies ii. Instructional strategies, which include specific strategies to address the needs of ELL's, students with disabilities and those students who are below or above grade level. iii. Modules aligned to AZ College and Career Ready Standards iv. Recognizing needs of students through data reports, observation, scores, and student feedback v. Providing additional support for Students in Subpopulations vi. Progress Monitoring vii. Expectations and guidelines for viii. learning modules	Annually, Prior to July 1st	Principal, Small Group Instruction Coaches, Professional Development Coach	Updated copy of instructional manual	No additional cost

	ix. Clarity about procedural operations for all staff members				
4. Provide instructional materials	• Curriculum scope and sequence and student activity workbooks will be aligned to AZ College and Career Ready Standards for ELA and Math. • Instructional materials will be provided to teachers during summer Professional Development (two weeks before the start of school) • Training and Professional Development will take place throughout the school year to guarantee that teachers have access to current information on ways to utilize curricula and instruction to facilitate student learning. • Teachers working with online students will be given the online material and receive similar training and Professional Development throughout the year	During Professional Development prior to the start of each school year (last two weeks of June)	Professional Development Coach, Principal, SGI Coaches	Teacher receipt of Student Activity Workbooks, Scope and sequence materials, and online course curriculum and instructional materials	No additional cost
5. Curricular Adjustments based on real-time usage	• Teachers' feedback will be a critical part of the creation of assessments, assignments and unit plans following PIE-AZ's scope and sequence. • Feedback can be given through Professional Development meetings, PLC meetings, or Pre/Post Conference Meetings with teachers • Teachers are encouraged to collaborate with their peers and leadership team to build upon current curricula and instruction strategies to	Weekly before delivery	Leadership team (principal) SGI Teachers General education teachers	Revised Lesson and unit plans Compiled Teacher Feedback document on Courses	No additional cost

	meet the learning needs of PIE-AZ's diverse student population. • As part of unit plans, all lessons will be aligned to Arizona College and Career Readiness Standards in ELA and Math and will address the specific needs of ELLs, students with disabilities and those below and above grade level. • Unit plans will be shared with other teachers and principal online through EdMoto. The feedback from each school site will be shared with additional sites.				
6. Conduct formal teacher evaluations	• The principal will schedule and conduct formal evaluations using the observation tool. The principal will observe teachers in small group Instruction classrooms and one on one teacher student interaction. • The principal will review observation forms with teachers to inform teaching practices. • The principal along with members of the leadership team and teachers will analyze data to set Professional Development goals and expectations through weekly school site meetings, bi-monthly in-services and one-on-one achievement chats that will fosters self-reflection and growth from all teachers and support staff. To further support a school culture that fosters self-reflection and growth. Teachers will be encouraged to seek help from Professional Development coaches and SGI	Annual Reviews will be done once a year in the spring Observations will be done each semester or more frequently as needed	Principal, SGI Coach, Professional Development Coach,	Completed and signed observation forms Post-conference summary	No additional cost

	coaches based on their Professional Development goals				
7. Develop and implement use of formal observation tool and protocol	• Principal and SGI coaches will develop and communicate clear teacher and support staff expectations. • All performance expectations will be shared with teachers and support staff in written and verbal form. Leadership team will: • Create rubrics and evaluation tools for all teachers and support staff that aligns to Charlotte Danielson's Instructional Framework. • Create a timeline process for teacher and support staff evaluations. • Share process and evaluation tool with teachers and support staff in writing and verbal communication. • The formal evaluation of teachers will be based on Charlotte Danielson's Framework as well as: i. Student Participation/Engagement ii. Student Attendance/Parent Communication iii. Student Engagement iv. Student Support/Outcomes v. Instructional Practices/Differentiation vi. Lesson Planning/Execution vii. Classroom Data • The Principal will pay special attention to how instructional practices impact our PIE-AZ's subgroup populations. Strategies designed to help subgroup populations and learned in	Formal observations twice annually, at the beginning of each semester or more often if needed Monthly walk-throughs	Leadership team Principal SGI Coach	Teacher observation rubric aligned to Instructional Framework Teacher Self-Reflection Plan/Form Anecdotal Notes for Teachers	No additional cost

	professional development or through coaching will be looked for by the Principal. • The principal will complete announced or unannounced observations. • The principal participates in walk-throughs, completes rubrics, and takes anecdotal notes to be shared with teachers. • Based on goals set through staff development for teachers, the principal will use anecdotal notes, rubrics, and the evaluation tools to monitor usage of learned strategies or techniques. These formal observations will help inform the annual review process.				
8. Conduct quality assurance audit	• Principal will also assess teachers using a quality assurance rubric. The rubric will contain the following: i. Student independent study work product ii. Student attendance iii. Instruction aligned to standards and supplemented to meet the needs of ELs, students with disabilities and those students identified as below or above grade level • The principal may decide to complete announced or unannounced observations. • Teachers are required to complete an evaluation tool as self-reflection.	Monthly audit during the last week of each month Instructional Observations each semester or more depending on the need.	Principal	Compiled scores of the quality assurance rubric Completed teacher self-evaluation	No additional cost

	Teachers will bring this tool with them to the post-conference. • A pre-conference (if applicable) and a post-conference will follow the observation. • During the course of the post-conference the leadership team will share the results of the rubric and other observation tools, discuss effectiveness of teacher delivery and use of teaching strategies for all students, ask for teacher feedback, and set goals for teacher improvement as needed. • The principal will use the data gathered through the teacher observation and post-conference to determine the frequency which the teacher will be observed moving forward. If it is determined that the teacher requires remediation to improve instruction, Professional Development and mentor support will be scheduled and monitored. • The principal along with the leadership team will examine the data compiled from multiple teacher evaluations to determine appropriate support required to improve school-wide competency of teacher performance. • Special attention will be paid to teacher's ability to scaffold instruction in a way that supports the learning needs of all subgroup populations within the student population.				

	• The leadership team will actively participate in providing teachers and support staff with appropriate professional development to support their ability to serve the diverse student population.				

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

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

Action Steps	Essential Details	Intervals	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Conduct an in-person induction/ training program for new teachers and staff	The purpose of the induction/training program is to create a foundation and develop teacher skills for policies and procedures as necessary to educate the targeted population. New Teacher Training consists of 5 Modules. Modules 1-4 during the initial 2 week training phase, and then Module 5 is offered within the first 3 months of employment. Staff will be trained in the following areas: • Module 1: i. education model ii. school structure iii. school culture • Module 2: i. effective strategies for working with diverse populations	2 weeks of training to cover Modules 1-4 Module 5 in September	Professional Development Coach	Sign in Sheet Application of skills documented by principal evaluations/walk-throughs	Start-up - $4,680 Cost of food and materials Year 1 - $2,340 (staff development)

	ii. specific course and curriculum training • Module 3: i. addressing the specific needs of ELs, students with disabilities, students who are below grade level, and students who are well above grade level ii. following and supporting IEP's iii. online program and facilitation training • Module 4: i. Instructional Equity Initiative to close the achievement gap ii. Set and Holding High Expectations for all students iii. Using data to drive your instruction Teachers are introduced to broader Professional Development topics and also share out best practices at the Module 5 training: i. Diversity Competencies ii. Equity Professional Development iii. Holding High Expectations iv. Powerful Teaching – Strategies to drive student learning				
2. Provide resources and conduct specific ELA and Math course curriculum professional development for General	• The staff will be trained on our English and Math curriculum. This interactive training will highlight course learning objectives, text and supplemental resources, and implementation strategies to teach the course effectively.	At least one per semester, more if needed for new courses	Teachers SGI Coaches Professional Development Coach Principal	Professional Development Agenda and Objectives Training sign-in sheet signed by PD coach and teachers	No additional cost

Education teachers	• The teachers will also familiarize themselves with the course by taking portions of the course themselves; therefore seeing the course through the eyes of their students. • Teachers will be evaluated at the completion of the training to gauge their level of preparedness.			Teacher Reflection Forms Principal Observations and Evaluations	
3. Develop and organize a variety of Professional Development series	Data gathering and analysis of student populations, diagnostics, benchmark assessments, and student performance will determine the Professional Development scope and sequence for staff. General education teachers and SGI teachers will receive ongoing support from a Professional Development coach and SGI coaches. Professional Development coaches and SGI coaches have a deep knowledge of the learning model. Through the Module trainings and quarterly professional development sessions, the following topics will be addressed: i. Implementation of Section 504 Plans ii. Effective Communication iii. Time Management iv. Highly Effective Teacher strategies to support subgroup populations v. Using Data to Affect Student Achievement	Quarterly and/or as requested by Principal	Principal Director of Instruction Professional Development Coach SGI Coach SGI teachers	Sign-In sheets Materials and handouts	No additional cost

	The Professional Development Coach also provides trainings at the local level with the support from PMG.				
4. Conduct Professional Development for specific student populations and needs	School Level Professional Development will be tailored to meet the needs of each student subgroup. The components of these trainings will reflect the most recent research in: i. supporting ELL students ii. supporting SPED students iii. supporting students with low performance iv. support for advanced and gifted students v. support for AZ College & Career Ready Standards The areas of high importance will be identified by student demographic data, staff performance data, SGI coach observations, teacher feedback on staff development evaluations, and principal observations. Therefore new staff development will be based on the needs of state mandates, local staff, and local students. These Professional Development will be executed in an in-person, workshop style format. Some staff-development will be in a "wrap-around" form, meaning that staff developers may give assignments or items for teacher to try prior to the next Professional Development training.	Quarterly (4-5 meetings throughout the school year)	Professional Development Coach	Sign in Sheets Professional Development Agenda Teacher survey/ evaluation results	Cost of food and materials - $1,500/quarter (staff development)

5. Evaluate effectiveness of the Individual Professional Development workshops	All Professional Development sessions have clear learning objectives so that through observations participants can be held accountable to results. Observation rubrics are built based off the learning objectives so that Principal walk-throughs and observations are most effective and can inform teacher practice. The Principal and Professional Development Coach will share observation results with the teacher so that the teacher receives the critical feedback to continuously improve his or her practice. On a quarterly basis, school staff will be asked to evaluate the Professional Development offerings and support they receive throughout the year. Professional Development Coaches meet monthly to evaluate current Professional Development offerings, supports being given to the schools and any areas of need for ongoing support.	Quarterly staff evaluation of professional development offerings Monthly PD coach evaluations of professional development offerings	Professional Development Coach Principal SGI Coach	Professional Development Sign in Sheets and Agendas Completed surveys of workshop participants Completed Formal and Informal observation rubrics based on professional development learning objectives	No additional cost
6. Professional Learning Communities (PLCs)	Leadership Professional Learning Communities (PLCs) exist as ongoing Professional Development specifically for school leadership team. The goal and purpose of each PLC can change based on the identified needs of the dynamic student population. PLCs are used to drive effective implementation and understanding of	Every Friday	Principal Professional Development Coach SGI Coach	PLC agendas PLC action items List of Professional development needs for school	No cost

	Professional Development and to impact student learning.				
7. Survey staff on needs	Teachers are surveyed at the completion of each Professional Development session they attend. Staff is also surveyed annually on issues regarding school culture, growth, and goals. Principals are also surveyed to determine if additional trainings or resources are needed to serve foster youth, socioeconomically disadvantaged students, or ELLs Survey responses will set the agenda for future Professional Development offerings for staff	Ongoing, as Professional Development sessions occur	Professional Development Coach, Principal, Director of Instruction (beginning midway through year two)	A report on the data analysis of all survey responses List of Professional Development topics needed based on survey results	$348 annually for a Web-based Survey company subscription, e.g. Survey Monkey
8. Monitor Implementation of Professional Development	Concurrent to Professional Development Sessions Principals will be given follow-up guides to facilitate effective implementation at the school site. These include: Professional Development Learning Objectives, Tools for implementation, Rubrics to measure teacher mastery of learning objectives. The Professional Development Coach works with Principals to provide any needed follow-up or additional training based on teacher observation. Teacher accountability is measured by the observed proficiency of the learning objectives.	Following Professional Development, Monthly	Principal, SGI Coach, Professional Development Coach	Evaluation and observation form Changes in Staff Development as evidenced by the yearly, monthly staff development plan Surveys, exit tickets	No additional cost

	Effective implementation is further measured by the analysis of benchmark assessments and student progress. SGI Coaches conduct regular observations and evaluations of SGI teachers Professional Learning Communities (PLCs), are used to support teachers in collaborating, sharing effective implementation strategies, and strategizing how to successfully move through student learning obstacles.				
9. Conduct weekly Professional Development discussions	Principal, Professional Development Coach, and SGI Coach will meet and view current progress monitoring data, benchmark data, discuss student growth, ELs, students with disabilities and those students who are below or above grade level. This meeting will allow Professional Development coach and SGI coach to prepare quality and necessary staff development. This ensures that the staff development provided is data driven.	Fridays, on a weekly basis	Principal, Professional Development Coach, SGI Coach	Minutes and action items from meetings	No additional cost
10. Staff will perform a self-evaluation	Staff will complete a self-evaluation that is organized according to the categories in the annual performance review; job knowledge, performance, students' achievement, as well as annual and ongoing goals. This self-evaluation is collected by the principal prior to writing the annual	Annually	Principal	Self-evaluation form results	No additional cost

	review and is used to help guide the teacher's growth and goals for the following year.				
11. PMG works with the leadership team to conduct observations, identify areas of strength and weakness, and support struggling teachers.	A Principal can request the services from the Professional Development Coach anytime throughout the year to address areas of deficiency, and site-specific issues. These services may include: Facilitation of teacher-to-teacher observations Supporting school leaders in understanding implementation plans Principals will be given observation strategies and protocols that further develop implementation and school goals. Based on annual reviews conducted by school leadership, PMG will implement needed staff development. The annual review process consists of these categories: i. Student performance ii. Quality of work iii. Quantity of teacher and iv. student work v. Effective communication and relationship vi. Planning and problem solving vii. Organization and adaptability viii. Initiative and creativity ix. Goal setting and achievement	Monthly, dependent upon the need	Principal & Professional Development Coach	Completed SGI Observation form Protocol for annual review process Professional development request form	No additional cost

	SGI Instructors are observed carefully by SGI coaches and engage in a cycle of feedback. SGI teachers are also encouraged to observe each other as a way of developing themselves professionally.				
12. Conduct teacher-to-teacher observations to facilitate collaboration and sharing of best practices	• Teachers will collaborate and observe one another in order to share effective strategies. • Utilizing both peer and student observation forms for evidence of learning • Following an observation, the teachers will discuss strategies for celebration and for refinement. • These teacher teams encourage open communication among staff members. They foster a sense of life-long learning. • Teachers are able to make more specific plans for observing each other, changing teaching techniques, etc. in ongoing PLC meetings.	Teachers have the opportunity to participate in 3 peer-to-peer observations a year	Teachers	Peer Teacher Observation Form Student Observation Form	No additional cost
13. Evaluate overall effectiveness of the Professional Development program and revise if needed	• School staff will be asked to evaluate, via survey, all Professional Development and support they received throughout the year. • Data on Teacher performance and Professional Development attendance will also be evaluated to look for quantifiable data on the effectiveness of current Professional Development. • Observations will be used as a tool to identify continued areas of best practice, or necessary support needed for staff	Ongoing evaluation through the year, and annually for our end of the year evaluation and planning process	Professional Development Coach Principal Director of Instruction (year two)	Survey and Teacher Performance Data based on student results Revised Annual Professional Development Plan	$348 annually for a Web-based Survey company subscription, e.g. Survey Monkey

	• Data on student performance will be used as well to gauge the effectiveness of current Professional Development. A close look at how the Professional Development is impacting ELLs, students with disabilities and those students who are below or above grade level will be collected. • In conjunction with this data, and any new annual school goals PMG will create the Professional Development plan for the following year				