A.5 Academic Systems Plan (ASP) Template

Applicant Name: Pensar Academy

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	43.8%	61.4%	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.	38.2%	41.6%	

Narrative for setting baseline figures

Pensar Academy will target 4th through 8th grade students ages 10-14 who reside in the northwest quadrant of the Phoenix urban core. Our community includes the Southeastern quadrant of Glendale, AZ from 35th to 67th Avenue and Camelback to Glendale Road (zipcodes85019, 85031, and 85301). Although there are three zip codes listed, our focus will not span across each zip code in its entirety. Our community is where these three zip codes coincide. (See A.2 Map). This is the specific area that Pensar Academy is looking to find a facility to sign the Charter Agreement after Authorization.

As for the purpose of this section, the baseline figures calculated above include the schools that physically reside within the search area. Google Earth was used to separate out the targeted area for the facility which identified the schools within those limits. It was chosen to use the five schools (Don Mensendick, Barcelona, Glenn F. Burton, Isaac Imes, and Sevilla West School) because these students will mostly be within walking district of the facility (see map in A.2 map). In addition three of the five schools serve grades 4th-8th. In table A.2. Table 2 (The Target Population section) you can see a complete breakdown of the proficiency and Student Growth Percentile (SGP) rates for math and reading along with school grades. However, Pensar Academy will advertise, promote, and recruit from across the zip codes to ensure projected capacity of 400 (see figure C.2.1 in the Advertising and Promotion section) is achieved in year 3 of operation.

According to the Center for Student Achievement (http://www.centerforstudentachievement.org/school-quality-matrix.html), the schools located within the area for Math and Reading proficiency on the 2013/14 AIMS is 43.8% for math and 61.4% for reading. This baseline figure was determined by calculating the average of the five schools listed above. According to the Center for Student Achievement, the schools located within the area current SGP on the state standardized assessment on the 2013/14 AIMS is 38.2% for math and 41.6% for reading. This baseline was determined by calculating the average growth points for the five comparison schools. As you can see these schools collectively are not obtaining a SGP above 50% in reading or math. This means that students in are targeted area do not have access to a quality school that are closing the achievement gap when compared to same aged peers across the state of Arizona. Furthermore, as stated above three (Don Mensendick, Barcelona, and Sevilla West School) of the five school currently serve the same grades as Pensar Academy. The SGP rate is more dismal with their data desegregated out at 40.3% for math and 39% for reading.

Pensar Academy is fully prepared to implement successful systems to ensure that the students in the targeted area have access to a high quality school for their middle school years during grade 4th – 8th. In the Academic System Plans (ASP), an inclusive plan has been devised to address the needs of all students and subgroups since the majority of the students enrolling will have an achievement gap.

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
Hire Highly Qualified Teachers in the area of English Language Arts (ELA), Math, Science, and Social Studies.	The school directors will find and hire individuals who are aligned to the school's mission and vision. In addition, prior experience with Project Based Learning (PBL) and Blended Learning (BL) is required. The school directors will follow this process to hire content area teachers: • Collect resumes and applications • Select applicants who will be notified for an interview. • At the in-person interview, applicants will complete a series of questions with the two directors and other stakeholders (i.e. board members, founding teacher, parents). They will facilitate a 15 minute lesson. The final round of candidates will interview in-person with the school directors. • Second interviews (if needed) will be conducted	Beginning in December of 2015 (after authorization), applications and resumes will be accepted for review through March 5, 2016. Applicants will be notified by phone March 10, 2016 to schedule interviews. Applicants who are not chosen for an interview will be notified via email. Interviews will be conducted March 15-31, 2016. Second interviews, if	Director of Operations and Director of Student Learning	• Resume and applications from all candidates will be kept on file to demonstrate the fidelity of the selection process. • Interview questions • Interview applicant responses with scores attached. • Lesson observation data. • Second interview questions. • Interview applicant scores and a rationale for hiring kept on file.	**Staffing Costs**: No additional cost to a budget line. This will occur before the directors are being compensated in the start-up budget. This will be a responsibility of the school directors as part of their commitment to Pensar Academy.

	if the Pensar Board has additional question or if the Directors have multiple final candidates. Pensar Academy will search for the best candidates. If none of the candidates are a "good fit," the directors will continue their search. Positions will be advertised on a variety of media platforms detailed in C.3.	needed, will be conducted April 4-8, 2016 Candidates will be informed of our decision by April 18, 2016. This process will be used in each year thereafter.			
Develop grade level or course school-wide year-long curriculum scope and sequence documents to list topic/skill sequence and timeline in a coherent manner aligned to the Arizona College and Career Readiness Standards (ACCRS).	In Y1, the Director of Student Learning will create the scope and sequence from the unpacked standards of the ACCRS for grades 4, 5, and 6. In Y2, the Director of Student Learning will add the 7th grade ACCRS standards. In Y3, the Director of Student Learning will add the 8th grade ACCRS standards. For Y1-Y3, the Directors will work together to construct the curriculum for the electives of Physical Education and Life Skills.	Y1 Scope/Sequence stared in January 2016 and completed in June 2016. Y2 Scope/Sequence completed by May 2017. Y3 Scope/Sequence completed by May of 2018.	Director of Student Learning, Director of Operations	• Scope and Sequence for each grade and content area. This document will be used by teachers to plan their lessons and pacing guides.	**Staffing Costs:** For Year 1, the Director of Student Learning will create the scope/sequence at no additional cost in January of 2016. A completed scope and sequence in July will be a component of the job that is embedded into the $6,000 + 10% benefit salary from the start-up budget. *See line item 13 from C.4 Budget.* For Year 1, the Director of Operations and the Director of Student Learning will create the electives scope/sequence for no additional cost in January of 2016. A completed scope and sequence in July will be a component of the job that is embedded into the

					$6,000 + 10% benefit salary from the start-up budget. *See line item 13 from C.4 Budget.* Beginning in Year 2 and beyond, the cost for each of the above tasks will be embedded into the Directors' annual salaries.
Curriculum team assembled to create a Pacing guide for each grade and content level. The Pacing guide will incorporate monthly projects that align to the units of study for the PLC component.	In Y1, the curriculum team will consist of 3 teachers and will be overseen by the Director of Student Learning. The team will be chosen from the staff. It will be comprised of people from each of the grade levels. In Y1, this will be 4th, 5th, and 6th. In Y2, the curriculum team will have 4 teachers and will be overseen by the Director of Student Learning. It will be comprised of teachers from 4, 5, 6, and 7th grade levels. In Y3, In Y2, the curriculum team will have 5 teachers and will be overseen by the Director of Student Learning. It will be comprised of teachers from 4,5,6,7, and 8th grade levels. The team will map out the estimated days that a domain from the scope and sequence should take to teach to mastery (80%) to the given grade level. The document will include check points for gathering formal data through quizzes and unit test.	Y1 Pacing Guide: July 11-15, 2016(Out of Start-up Budget). Y2 Pacing Guide: June 5-9, 2017 (out of Y1 budget). Y3 Pacing Guides: June 4-8, 2018 (out of Y2 budget). Y4 Pacing Guides: June 3-7, 2019 (out of Y3 budget).	Director of Student Learning, Curriculum Teacher Team	• Quarterly pacing guide for each content area subject. • May 2017: a finalized document will be created to use in the following school year. Revisions based on need to be conducted annually. Documents will be updated in the staff and parent's resources. • The list of projects for each grade with a description. • The rationale for each project and its alignment.	**Staffing Costs:** Out of start-up budget for Y1 Pacing Guides, 3 teachers will be paid a per diem stipend rate of $187.50 for an eight hour day x 5 days for a total of $937.50 per teacher for a $2,812.50 total. *See line item 19 from C.4 Budget.* Out of Start-up Budget for Y1 Pacing Guides, the Director of Student Learning will create the scope/sequence at no additional cost in January of 2016. A completed Pacing Guide in July will be a component of the job that is embedded into the $6,000 + 10% benefit salary from the start-up budget. *See line item #13 from C.4 Budget.* Out of Y1 budget for Y2

	The team will create a list with a description of the monthly projects that align to the ACCRS and the scope and sequence for each grade level. During the 2016/17 school year, the pacing guide will be a living and growing document. Teachers and directors will frequently discuss and train on it creation and revision throughout the school year. The document will have its final revision in May of 2016 with input from all stakeholders. The document will be finalized for future use with revisions annually by the teachers and directors.				Pacing Guides, 4 teachers will be paid a per diem stipend of $187.50 x eight hour day x 5 days for a total of $3,750. *See line item #29 from C.5 Budget.* Out of Y1 budget for Y2 Pacing Guides, a completed Pacing Guide in July of 2017 will be a component of the job embedded into the Director of Student Learning's salary from the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item #21 in C.5. Budget.* Out of Y2 budget for Y3 Pacing Guides, 5 teachers will be paid a per diem stipend of $187.50 for 5 eight-hour work days totaling $4,687.50. *See line item #29 from C.5 Budget.* Out of Y2 budget for Y3 Pacing Guides, a completed Pacing Guide in July of 2018 will be a component of the job embedded into the Director of Student Learning's salary from

					the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item #21 in C.5. Budget.* Out of Y3 budget for Y4 Pacing Guides, 5 teachers will be paid a per diem stipend of $187.50 for 5 eight-hour work days totaling $4,687.50. *See line item #29 from C.5 Budget.* Out of Y3 budget for Y4 Pacing Guides, a completed Pacing Guide in July of 2019 will be a component of the job embedded into the Director of Student Learning's salary from the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item #21 in C.5. Budget.*
Develop curriculum for the P.E., Life Prep, Career Prep, Education Prep, and Financial Prep elective. These are refered to as Life Skills in the schedule.	A committee consisting of the Director of Operations and Director of Students Learning will create the scope and sequence for P.E., Life Prep, Career Prep, Education Prep, and Financial Prep elective. These classes during the school year. The P.E. curriculum will align to the AZ standards.	June 2016 Revised as needed	Director of Operations and Director of Student Learning	• Scope and Sequence • Revised Scope and Sequence as created	**Staffing Costs:** For Year 1, the Directors will create the curriculum at no additional cost since it is a component of the job and is embedded into the $6,000 + 10% benefit salaries from the start-up budget. *See line item 13*

					from C.4 Budget. Beginning in Year 2 and beyond, the cost will be embedded into the Directors' annual salaries of $65,000 + 10% for benefits apiece with an assumed 5% increase each year. *See line item #21 in C.5. Budget.*
Develop strategies to re-teach areas of the curriculum where mastery was not achieved.	Teacher will meet in their PLC to develop strategies to ret-teach areas of the curriculum where the students or sub-groups of students did not achieve mastery on the benchmarks or end of unit test. These strategies will be delivered either whole group or in small groups depending on the amount and needs of the students. Teachers will develop an assessment to address the area of need and gather data to show the student has learned the standard to mastery (80%).	PLC meeting on the second Wednesday of each month after school.	Teachers, (General Education and Physical Education/Chess), Director of Student Learning	• PLC Agenda/Minutes. • Documentation of end of unit assessments to show student growth after additional re-teaching.	**Staffing Costs:** No cost as tasks are embedded into the Director's salary from the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item #21 in C.5. Budget.* No additional budget required, since this task is embedded into their job description and expectations. The salary allocated to general education teachers is $45,000+ 10% for benefits with a 5% increase each year. *See line item #23 in C.5. Budget.* The salary allocated to the physical education/chess teacher is $31,750 in Y1, $45,000 in Y2, and $47,250 + 10% annually for benefits with 5% increase

					beginning with Y3. *See line item #22 in C.5. Budget.*
Evaluate and revise curriculum documents after each benchmark.	Teachers will meet in PLCs to evaluate the curriculum documents (pacing guides and scope and sequence) to discuss the student's performance. Teachers will discuss the strength and weaknesses of the students. Teachers will discuss students' sub-group performances. Teachers will create a list of recommendations, such as the length of time needed to teach a topic, for the curriculum committee to use during the summer to make revisions. Teachers will decide the areas to be re-taught if mastery was not achieved.	PLC meeting on the second Wednesday of each month afterschool.	Director of Student Learning and teachers	• List of recommendation from the teachers for revision	**Staffing Costs:** No cost as tasks are embedded into the Director's salary from the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item #21 in C.5. Budget.* No additional budget required, since this task is embedded into their job description and expectations. The salary allocated to teachers is $45,000+ 10% for benefits with a 5% increase each year. *See line item #23 in C.5. Budget.*

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
Develop a school calendar for administering the	Every four weeks as specified on the school calendar in section A.4.	The calendar has been created. It	Director of Operations, Governing Board	• Calendar with Galileo (benchmarks) in the A.4 section	**Staffing Costs:** Assumes no additional cost as Calendar has

Galileo benchmarks.	Calendars for the following school years will be the responsibility of the Director of Operations. She will gather information from all stakeholders revising the calendar. The board will approve calendars before they are implemented.	will be presented for adoption by the school board on January 4, 2016 As needed, the board will vote for approval of calendars.		• Board agenda • Board meeting minutes stating the approval of the calendar • Revised calendars if applicable.	already been developed for the Y1 by the Administration Team and will be placed before the Governing Board in January. No additional cost is noted in either the start-up or three year operational budget. For calendar creation in sequential years by the Director of Operations. No additional cost as tasks are embedded into the Director's salary from the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item #21 in C.5. Budget.*
Assessment team will create Galileo benchmarks for each grade level in math, reading and writing. Science will be given to 4th and 8th grades only.	The assessment team will consist of the teachers and will be overseen by the Director of Student Learning. The team will be chosen from the staff. It will be comprised of three teachers from different grade levels: 4th, 5th, and 6th. The assessment team will select and compile each test to be given to the students. Each test will have a reading and math part. Each section will consist of 20-25 questions. Science will have a section with 20-25 questions for 4th grade student only during Y1 and Y2. Y3 an 8th grade Science test will be added.	Y1 Assessments: July 18-20, 2016 paid for in start-up budget. Y2: Assessments: June 14-16, 2017, paid for in C.5, Y1. Y3 Assessments: June 13-15,	Director of Student Learning, Teacher Members of the Curriculum Team (3 in Y1, 4 in Y2, 5 in Y3), Office Manager	• Copies of each benchmark created using the Galileo software.	**Staffing Costs:** Funded out of the Start-Up Budget for Y1 Benchmark Assessments, 3 teachers will be paid a per diem stipend rate of $187.50 for an eight hour day x 3 days. At $562.50 per teacher, the total is $1687.50. *See line #19 in C.4. Budget.* Funded out of the Y1 budget for the Y2 Benchmark Assessments, 4 teachers will be paid a per diem stipend of $187.50 x eight hour day x 3 days for a total of

	The Director will make a master copy of each test for the office manager to compile a set for each teacher's homeroom. If possible the school will administer the test via computer to save paper and help build the skills to take test via computer for the future AZMERIT. For each year thereafter the assessment team consisting of teachers who were not involved the previous year (if possible due to teacher availability) will review and revise the Galileo assessments for three days in June.	2018, paid for in C.5, Y2. Y4 Assessments: June12-14, 2019, paid for in C.5, Y3.			$2,250. *See line #29 in C.5. Budget.* Funded out of Y2 budget for the Y3 Benchmark Assessments, 5 teachers will be paid a per diem stipend of $187.50 for 3 eight-hour work days totaling $2,812.50. *See line #29 in C.5. Budget.* Funded out of Y3 budget for the Y4 Benchmark Assessments, 5 teachers will be paid a per diem stipend of $187.50 for 3 eight-hour work days totaling $2,812.50. *See line #29 in C.5. Budget.* In Start-up for Y1 Benchmark Assessments, the development tasks are embedded into the Director of Student Learning's salary of $6,000 + 10% benefit salaries from the start-up budget. *See line item #13 from C.4 Budget.* In Y2-3, these tasks are embedded into the Director's salary from the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item*

					#21 in C.5. Budget. In Y1-3, the office manager will copy and compile testing bins for each teacher as part of their duties for their salary of $30,000 + 10% for benefits with a 3% increase. *See line item #27 in C.5. Budget.* **Materials Costs:** The purchasing of the Galileo material will be taken from the line item "other" for assessment and will cost $2000 per school year for the software. *See line item #27 in C.4. for Y1 and line item #39 in C.5. for Y2-Y3.*
Creation of End of Unit Test	As mentioned in the curriculum section for area 1, the scope and sequence in alignment with the pacing guide will designate times to gather formal data through quizzes and unit test. Teacher will be using Understanding Backward Design (UBD) to write and create lessons. The end of unit assessments and quizzes will be made beforehand to ensure alignment to the AZCCRS. Teacher will use a variety of school and self-resources to create the	Creation of test and quizzes at the beginning of designing the lesson plans for the unit. Teachers will meet the first and third Wednesday of each month.	All teachers under the guidance of the Director of Student Learning	• End of Unit assessments that align to the pacing guides • Gradebook report to show results from the end of lesson assessments	**Staffing Costs:** No additional budget required, since the creation of end of unit test and quizzes and embedded into their job description and expectations. The salary allocated to teachers is $45,000+ 10% for benefits with a 5% increase each year. *See line item #23 in C.5. Budget.* The Director of Student

	assessments. Study Island andGalileo and other resources aligned to AZCCRS will be available to aid teachers. Teachers will work in their Professional Learning Communities (PLCs)	September through May in their PLCs afterschool from 4p-5p.			Learning will receive no additional compensation since this responsibility is embedded into their job and salary from the of $65,000 + 10% for benefits with an assumed 5% increase each year. *(See line item #21 in C.5. Budget)* **Materials Costs:** The purchasing of the Galileo material will be taken from the line item "AIS other" for assessment and will cost $2000 per school year for the software. *See line item #27 in C.4. Budget for Y1 and line item #39 in C.5. Budget for Y2-Y3.* Study Island's cost from Edmentum is Y1=$2540, Y2=$2355, and $4677. *See line item #40 in C.5. Budget.*
Teacher will analyze data from Galileo benchmarks	After each Galileo benchmarks, teachers will work in collaborative teams during Data Digs at PD to identify strength and weaknesses in the student's performance. This information will be used for re-teaching of content to groups and individual students as needed.	PD for data analysis is listed on the calendar in A.4 for Sept 2 and 30, 2016, November 3, 2016, December 9,	Teachers and Director of Student Learning	• A document that shows the list of areas of strength and weaknesses. The document will consist of a section that will lay out the action plan to reteach the areas of concern. The document	**Staffing Costs:** No additional cost since this activity will be conducted during PD time that is embedded into the teacher's job description. The salary allocated to teachers is $45,000 + 10% for

	The information will be used to revise the scope and sequence, pacing guides, and formal assessments if needed.	2016, and January 27, 2017, February 24, 2017, March 31, 2017, April 28, 2017, and May 25-26, 2017. .		will address a summary of the PLCs discussion for re-teaching strategies.	benefits with a 5% increase each year. *See line item #23 in 3 Year Budget.* No cost as tasks are embedded into the Directors' salaries from the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item #21 in C.5. Budget.*
Teachers will analyze data from site-based Galileo assessments of student sub-groups at early release Professional Development (PD) Data Digs.	Teachers will specifically look at students in the sub groups: 1. Student whose proficiency is in the bottom 25% 2. ELL 3. Free-Reduced Lunch (FRL) 4. Special Education student The teachers will look at the students in the sub-groups to identify areas that they are not proficient. The teachers will make a list of students and the academic needs to be addressed.	PD for data analysis is listed on the calendar in A.4 for Sept 2 and 30, 2016, November 3, 2016, December 9, 2016, and January 27, 2017, February 24, 2017, March 31, 2017, April 28, 2017, and May 25-26, 2017	General Education Teachers, Director of Student Learning	• List of students who did not achieve proficiency on the PEA assessment. • Report showing students and the identified standards not yet mastered for RTI services.	**Staffing Costs:** No additional cost since this activity will be conducted during PD time that is embedded into the teacher's job description. The salary allocated to teachers is $45,000 + 10% for benefits with a 5% increase each year. *See line item #23 in 3 Year Budget.* No cost as tasks are embedded into the Directors' salaries from the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item #21 in C.5. Budget.*

Student track their data during weekly meetings with teachers	Students will have a section of their schedule as described in A.3. that will focus on tracking data. Students will individually meet with teachers to review and track their data in the data tracking folder. The teacher and students will discuss strength and areas where growth is needed. They will formulate a plan to increase their knowledge in the areas of concern to gain these skills. Student will track their data in their data folder for the Galileo, End of Unit Assessments, SRI Lexile level, SRA levels (if applicable), writing rubric scores, and rubric scores from the PBL blocks that will be included in their Individual Growth Plan.	Ongoing- students will meet with teacher on a weekly basic to track a variety of data	General Education Teachers, Students	• The school will keep examples of data folders to train new staff and students as well as for evidence.	**Staffing Costs:** No additional cost since this is part of the academic day. No additional cost since this activity will be conducted during PD time that is embedded into the teacher's job description. The salary allocated to teachers is $45,000 + 10% for benefits with a 5% increase each year. *See line item #23 in 3 Year Budget.*
Ongoing creation of portfolio of student PBL monthly projects	Students will be continuously completed projects that align to the Project Based Learning (PBL) methology. All projects will align to the AZCCRS and the content being taught during the Direct Instruction (DI) and Blended Learning (BL) portion of the day. Students will receive scores based on a rubric criteria that included the 4 Cs that are captured in the mission of the school.	Monthly ongoing	General Education Teachers	• A sample of rubric scoring sheets will be kept and filed to show as evidence.	**Staffing Costs:** No additional cost since this is an activity that the students complete under the guidance of the teachers. No additional cost since this activity will be conducted during PD time that is embedded into the teacher's job description. The salary allocated to teachers is $45,000 + 10% for benefits with a 5% increase each year. *See line item #23 in 3 Year Budget.*

Use a data tracking platform such as Galileo to aggregate, disaggregate, and analyze data on the individual student, classroom, course, grade, and school-wide level. Such a system will assist teachers and school leaders in identifying questions, standards, or topics that require additional or different instruction. Galileo will also allow for comprehensive and comprehendible sharing of data with all stakeholders, including parents and Governing Board members.	The Director of Student Learning will compile data for the staff to utilize during PD time. The Director of Student Learning will consult with the Center for Student Learning to compile the data into reports for the teachers. This information will be used to determine the student mastery of the content. Areas with less than 80% will be reviewed to determine the necessary steps to ensure the students learn and master the information. This information will inform the teachers if RTI levels need to be used to reach students who have not mastered the content. Teachers will work in PLCs to discuss strategies to reteach the material to students who did achieve mastery.	Ongoing	General Education Teachers, Director of Student Learning, Director of Operations	• Galileo reports will be generated and filed at the end of each assessment cycle.	**Materials Costs:** The purchasing of the Galileo material will be taken from the line item "other" for assessment and will cost $2000 per school year for the software. *See line item #27 in the C.4. Budget and line item #39 in C.5. Budget.* **Staffing Costs:** No cost as tasks are embedded into the Directors' salaries from the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item #21 in C.5. Budget.* No additional cost since this activity will be conducted during PD time that is embedded into the teacher's job description. The salary allocated to teachers is $45,000 + 10% for benefits with a 5% increase each year. *See line item #23 in 3 Year Budget.* Cost for the Center for Student Achievement is $15,000 per year. *See line item #36 (Contracted*

					Services AIS) of C.5 Budget.
Monitoring of student's Lexile levels using SRI	Each month, student will take an online Scholastic Reading Inventory (SRI) assessment to determine their current Lexile level. Lexile growth will be discussed during the Data Tracking portion of the student's schedule to document growth and strategies to increase reading level. Lexile information will be used to determine if the student is in need or still in need of RTI for reading. Student in need of intervention for reading attend SRA classes in level 2 of RTI. This information will be used to move students into appropriate groupings or dismissal from the SRA class. Students who needs for increasing reading abilities in addition to SRI will receive direct instruction using SRA Corrective Reading and Spalding.	Ongoing each month Students will take the SRI on this rotation 4th grade- first Monday of each month 5th grade- first Tuesday of each month 6th grade- first Wednesday of each month 7th grade- first Thursday of each month 8th grade- first Friday monthly	General Education Teachers, Director of Student Learning	• Evidenced by a master excel sheet that list students' progress and growth of Lexile. • Sample of students' data folder showing a bar graph to demonstrate growth. A sample list of RTI groupings to demonstrate continuous regroupings based on students' needs.	**Materials Costs:** In Y1, SRI program cost through Scholastic is $2,950 for 200 students to participate in monthly assessments. In Y2-3, SRI is $5900. *See line item #40 in C.5. Budget.* **Staffing Costs:** No additional cost since this activity will be conducted during PD time that is embedded into the teacher's job description. The salary allocated to teachers is $45,000 + 10% for benefits with a 5% increase each year. *See line item #23 in 3 Year Budget.* No cost as tasks are embedded into the Director's salary from the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item #21 in C.5. Budget.*

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
Create a formal teacher evaluation and observation template rubric	The Directors will develop the rubric to measure teacher effectiveness in the different areas that they instruct student in. The rubric includes a section to determine the teacher's proficiencies levels aligned to the rotation model with DI, PBL, a nd data driven instruction. The DI component will incorporate the Madeline Hunters framework. The board will need to approve the rubric by June 30, 2016. Revision will be made periodically. All revisions will need to be approved by the board.	By June 20, 2016 Board approval for the revisions as needed.	Director of Operations and the Director of Student Learning	• Rubrics for evaluating teaching in DI, the rotation model, and PBL. • Revised versions as applicable. All versions will be kept electronically and in a notebook for evidence viewing.	**Staffing Costs:** No additional cost. The development is a part of the Director of Student's Learning and Director of Operations duties. Embedded into the Directors' salaries of $6,000 + 10% for benefits from the start-up budget. *See line item #13 in C.4. Budget.*
Create teacher informal observation sheets for informal walk through	The document will be electronic. The school Director of Student Learning will complete at least one informal observation weekly and will record evidence on the electronic form. The electronic form will have an area for specific feedback to inform	Document created by June 2016. Teachers will receive their feedback from their	Director of Operations and the Director of Student Learning	• A sample of the walk-through will be printed and filed to show as evidence.	**Materials Costs:** No additional cost. Google doc is a free system. **Staffing Costs:** Completing weekly walk-throughs is an expectation of the Directors' positions. No

	teachers of their reinforcements and refinement. The electronic form will be created using google doc so that the results can be shared easily with the teachers. This informal teacher data will be used to determine current and future PD needs.	informal walk through within 24 hours			additional cost as tasks are embedded into the Directors' salaries from the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item #21 in C.5. Budget.*
Director of Student Learning will complete two Formal evaluations based on the Teacher Effectiveness Rubric outlined above.	The teachers will have two formal evaluations per year. One to be completed before November 15th and the second before March 15th. These will be scheduled with the teachers with a pre and post conference. The pre-conference will occur within five business days before the scheduled observation. The post-conference will occur within 5 business days of the observation. The rubric used will aligned to the setting in which is being observed. For example, if the teacher is being observe during the PBL block then that specific rubric will be used.	Each teacher will have two. The first will be completed by November 15 and the second by March 15. These dates will be used for each year of operational deadlines.	Director of Student Learning. The Director of Operations will consult on a need basic.	• Samples of completed evaluations will be printed and filed to show as evidence. There will be a variety of samples for different types of teaching that occur within the school.	**Staffing Costs:** No additional cost as completing the teachers' evaluations is embedded into the Director of Student Learning's role and salary of $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item #21 in C.5. Budget.*
Provide feedback to teachers for lessons and unit plans	The Director of Student Learning will collect one daily lesson plan bi-weekly. Teacher will submit one unit plan with the assessment and/or culminating project per quarter. The director will use cognitive	One Lesson plan bi-weekly One unit plan with assessment piece per	Director of Student Learning	• Samples of lesson and unit plans with assessments filed as evidence. • Summary of coaching session and feedback given to teacher will be	**Staffing Costs:** No additional cost since the task is embedded into the Director for Student Learning's job and salary of $65,000 + 10% for benefits with an assumed 5% increase each year.

	coaching to give feedback on the lesson and unit plan. The director will assess the documents for alignment to the school mission and vision and the AZCCRS.	quarter Teachers will receive feedback for the lesson plan within 24 hours of submission. Unit plans within 72 hours of submission		filed as evidence.	*See line item #21 in C.5. Budget.*
Teachers will submit weekly lesson plans of lesson objective, activity and assessment of learning	Teacher will submit a weekly lesson plan to the Director of Student Learning. The teachers will state the objective, student activity, and assessment of student learning to determine mastery. Teachers will use the Pensar Academy's lesson template for weekly submission. The Director of Student Learning will use these weekly plans to monitor the teacher's progress through the curriculum in alignment with the pacing guides. The director will use these in the informal walk-through to monitor instruction.	Weekly submission of Lesson Plans by 8am Monday morning	Director of Student Learning, General Education Teachers, Physical Education/Chess Teacher	• A sample set of weekly lesson plans will be filed as evidence	**Staffing Costs:** No addition cost. The submission of weekly lesson plan on embedded in the teacher's job expectations and salary of $45,000 +10% for benefits with an assumed 5% increase each year. *See line item #23 in C.5. Budget.* The salary allocated to the physical education/chess teacher is $31,750 in Y1, $45,000 in Y2, and $47,250 + 10% annually for benefits with 5% increase beginning with Y3. *See line item #22 in C.5. Budget.*
Create and update the Individual Growth Plans (IPG) for students	1. The IGP training for teachers will take place at the teacher Bulldog Boot Camp in August. 2. The IGPs will be updated	PD for data analysis is listed on the calendar in A.4 for Sept	General Education Teachers, Director of Student Learning,	• PD Agenda • PD Sign-in sheet • PD Materials • Samples of IGP	**Staffing Costs:** No additional cost. The update of IGP's is embedded in the teacher's job expectations

	with assessment data from initial assessments during the first student week in SRI, Galileo, and Study Island. 3. The IGP's will be updated every four weeks based on Data digs from the benchmarks. 4. IGP tracking will be reviewed with students individually during goal tracking every four weeks.	2 and 30, 2016, November 3, 2016, December 9, 2016, and January 27, 2017, February 24, 2017, March 31, 2017, April 28, 2017, and May 25-26, 2017	Director of Operations		and salary of $45,000 +10% for benefits with an assumed 5% increase each year. *See line item #23 in C.5. Budget.* Monitoring IGP's is an expectation of the Directors' positions. No additional cost as tasks are embedded into the Directors' salaries from the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item #21 in C.5. Budget.*

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
Construct PD for the 2 week Bulldog Boot Camp for July/August of 2016 with the Contracted Service Provider for July/August of 2016.	1. The Director of Student Learning and Director of Operations will create PD on a variety of topics that are aligned to the needs of the target population, student sub-groups, and teaching strategies from the Education Plan during the initial Bulldog Boot Camp that all teachers will attend. During the	Develop list of PD during June of 2015. Meet with CSA in March of 2016 to plan contracted service PD. Begin construction	Director of Student Learning and Director of Operations	• PD materials/presentation • Staff Agenda • Staff Sign-in Sheet • PD Calendar	**Staffing Costs:** Embedded into the $6,000 + 10% benefit salary from the start-up budget C.4 for the participation of each director. For years thereafter it will be embedded to the director's salary. *See line item #13 from C.4 Budget.*

	interview process, several questions will be geared towards determining teacher knowledge in the above areas that relate to Pensar Academy's program of instruction. PD will be designed to meet the needs of the teachers. The PDs are listed below with the presenters in parentheses: • Setting the Culture (Director of Operations) • The Rotational Model in A.3.b. (Director of Student Learning) • Curriculum and Assessment (Director of Student Learning) • Individual Growth Plans (IGPs). (Director of Student Learning) • Teacher Evaluation Instrument (Director of Student Learning) • Operational Logistics (Director of Operations) 2. The Center for Student Achievement (CSA) to create PD for the 2 week Bulldog Boot Camp. The Director of Student Learning will consult with the Center for Student Achievement. These include: • Project Based Learning (PBL) • Data Driven instruction	of Director PD in June of 2016. Finalize all PD by July 1, 2016. Each year thereafter will be added to future calendars.	The Director of Student Learning and the CSA.	• PD materials/presentation • Staff Agenda • Staff Sign-in Sheet	**Contracted Service Costs:** Embedded into the AIS Contracted Service Costs annual fee of $15,000 to the Center for Student Achievement for Years 1-3. *See line item #36 in C.5. Budget.*

	• Educational Technology				
Teachers attend a two week pre-service week (Bulldog Boot Camp) delivered by the Director of Student Learning, the Director of Operations, and the Center for Student Achievement.	Bulldog Boot Camp that all teachers will attend. The PDs (with presenters in parentheses) provided will include: • Setting the Culture (Director of Operations) • The Rotational Model in A.3.b. (Director of Student Learning) • Curriculum and Assessment (Director of Student Learning) • Individual Growth Plans (IGPs). If available, teachers may look at students incoming AZMERIT, SRI levels, math and reading inventories to make their Individual Growth base plan. In Year 1, we will assess each student to establish baselines. In Year 2 and on, all new students will be assessed in week 1 to establish baselines with the past year assessments being utilized for returning students. • (Director of Student Learning) • Teacher Evaluation Instrument (Director of Student Learning) • Operational Logistics (Director of Operations) • Project Based Learning	Bulldog Boot Camp is July 25, 2016-August 5, 2016 on the calendar. Each year thereafter will be added to the calendar.	Director of Student Learning	• Copies of the presentation used during the pre-service PD. • Teacher feedback forms on the PDs delivered during the pre-service week. • Samples of student Individual Growth Plans. • Teachers will sign in for each training conducted during the two week in-service. The copies of the sign-in sheets will be kept in a binder to show evidenced of attendance.	**Staffing Costs:** For Year 1, the Director of Student Learning and Director of Operations will create the PD at no additional cost since it is a component of their job and is embedded into the $6,000 + 10% benefit salary from the start-up budget. *See line item 13 from C.4 Budget.* Beginning in Year 2 and beyond, the cost will be embedded into the Director's annual salaries. For the teachers, $1875 per teacher x 7 for a total of $13,125 + 10% for benefits of total $14,437.50 in the start-up budget for attendance at the two-week Bulldog Boot Camp. *See line item 14 in Start-Up Budget.* Starting in July 2017 the two-week Bulldog Boot Camp will be a component of the teacher's contract. Therefore, no additional cost for teachers since the two- week July Bulldog Boot Camp is included in their salaries. *See line item # 14 in C.4. Budget.* **Contracted Service Costs:** Embedded into the AIS Contracted Service Costs annual fee of $15,000 to the

	(CSA) • Data Driven instruction (CSA) • Educational Technology (CSA) Monitoring/Follow-up: During the first semester informal data from classroom walk-throughs and data from formal evaluations will be used to determine if the material presented in PD is being implemented correctly. Teacher will be trained on the formal evaluation tool that Pensar Academy will use to evaluate the teachers. Teachers will be trained on the informal tool that will be used during walk-throughs. The tool's creation is addressed in the monitor section above. Each year thereafter there will be a two week Bulldog Boot Camp with a similar description above.			A sample of informal data gather from walk-through A sample of data gather from the formal evaluation process Evidence pieces for future Bulldog Boot Camps: • Copies of the presentation used during the pre-service PD. • Teacher feedback forms on the PDs delivered during the pre-service week. • Samples of student Individual Growth Plans. • Teachers will sign in for each training conducted during the two week in-service.	Center for Student Achievement for Years 1-3. *See line item #36 in C.5. Budget.*

				The copies of the sign-in sheets will be kept in a binder to show evidenced of attendance.	
Conduct teacher surveys to determine the collective needs for PD.	Teacher will complete inventories on the school's initiatives and areas of focus, for example, the components of Projects Based Learning. Teachers will be surveyed on various components to determine areas that additional PD is needed. Surveys will be created through www.surveymonkey.com and emailed to teachers via email.	Surveys distributed on July 15, 2016 December 15, 2016 April 15, 2017 July 15, 2017 December 15, 2017 April 15, 2018 July 15, 2018	Director of Student Learning	• Copies of survey questions will be filed in a binder to show as evidenced. • Results will be complied into excel documents and kept electronically. • PD decisions will show alignment to survey needs	**Resource Cost:** No additional cost: $0 for surveymonkey The surveys will be created using a free site. **Staffing Costs:** The Director of Student Learning will compile the data and find trends for PD needs as a component of their job expectations. Embedded into the Director's salary from the start-up salary at $6,000 plus 10% for benefits and 3-year operational budgets at $65,000 + 10% for benefits with an assumed 5% increase each year. *See line items #13 in C.4. and #21 in C.5. Budget.*
Create PD for the Bulldog Re-Boot Camp week that teachers attend after the Holiday Break.	PD will be developed by the Director of Student Learning and the Center of Student Achievement in areas of weaknesses identified in weekly walk-though, teacher evaluation, and teacher surveys in the areas.	December of 2015	Director of Student Learning, Center for Student Achievement	• Data collected on an analysis sheet from data gather on the teachers to show the need for PD in the chosen area. • Presentation from chosen areas for PD • Calendar of scheduled PD.	**Staffing Costs:** The Director of Student Learning will create his/her portion of PD at no additional cost since it is a component of his/her job, embedded into the Director's salary of $65,000 + 10% for benefits with an assumed 5% increase each year. *See line items #21 in*

					C.5. Budget. **Contracted Service Costs:** Embedded into the AIS Contracted Service Costs annual fee of $15,000 to the Center for Student Achievement for Years 1-3. *See line item #36 in C.5. Budget.*
Teachers will attend Bulldog Re-Boot Camp after the Holiday break.	Teachers will attend PD during the re-boot week in January. PD will focus on areas of weaknesses identified in weekly walk-though, teacher evaluation, and teacher surveys. The PD will be delivered by Contracted Service Provider (The Center for Student Achievement), the Director of Student Learning, and Director of Operations. Teacher will work within the PLC to examine data from the first semester to determine areas for re-teaching. Teachers will revise student Individual Growth Plans based on needs discovered in data from Semester 1. This will also include the students updated Lexile level, Galileo Benchmarks, Study Island, projects portfolio, student input, and teacher input. Each year thereafter there will be a re-boot week with a similar	January 4th, 5th, and 6th of 2016, 2017, and 2018 will be added to the calendar at a later time for the January PD dates.	Director of Student Learning, General Education Teachers, PE/Chess Teacher	• Data collected on an analysis sheet from data gather on the teachers to show the need for PD in the chosen area. • Presentation from chosen areas for PD • Teacher sign-in for the PD session. • Samples of data analysis documents stated the areas to focus re-teaching areas. • Sample of revised Individualized Growth Plans. • A sample of informal data gather from walk-through • A sample of data gather from the formal evaluation process	**Staffing Costs:** The Directors will each deliver their portion of PD at no additional cost since it is a component of his/her job. Embedded into each Director's salary from the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *(See line item #21 in C.5. Budget)* In Y1-3, no additional cost for teachers since the Bulldog Re-Boot Camp week is included in their salaries. 3 Year Operational Budget C.5 $45,000 +10% for benefits with an assumed 5% increase each year. *See line items #23 in C.5. Budget.* No additional cost as this PD is included in the salary allocated to the physical education/chess teacher is $31,750 in Y1, $45,000 in Y2, and $47,250 + 10%

	description above. During the second semester informal data from classroom walk-throughs and data from formal evaluations will be used to determine if the material presented in PD is being implemented correctly.				annually for benefits with 5% increase beginning with Y3. *See line item #22 in C.5. Budget.* **Contracted Service Costs:** Embedded into the AIS Contracted Service Costs annual fee of $15,000 to the Center for Student Achievement for Y1-3. *See line item #36 in C.5. Budget.*
Teachers will analyze data from site-based Galileo assessments of student sub-groups at early release Professional Development (PD) Data Digs. Teacher will continuously update Individual Growth Plans (IGPs).	Teachers will specifically look at students in the sub groups: 1. Student whose proficiency is in the bottom 25% 2. ELL 3. Free-Reduced Lunch (FRL) 4. Special Education student The teachers will look at the students in the sub-groups to identify areas that they are not proficient. The teachers will make a list of students and the academic needs to be addressed. After each Galileo benchmarks, teachers will work in collaborative teams during Data Digs at PD to identify strength and weaknesses in the student's performance. This information will be used for re-teaching of content to groups and individual students as needed. The information will be used to	PD for data analysis is listed on the calendar in A.4 for Sept 2 and 30, 2016, November 3, 2016, December 9, 2016, and January 27, 2017, February 24, 2017, March 31, 2017, April 28, 2017, and May 25-26, 2017	General Education Teachers, Director of Student Learning	• List of students who did not achieve proficiency on the PEA assessment. • Report showing students and the identified standards not yet mastered for RTI services. • A document that shows the list of areas of strength and weaknesses. The document will consist of a section that will lay out the action plan to reteach the areas of concern. The document will address a summary of the PLCs discussion for re-teaching strategies. • Teacher sign in sheet • PD materials/ presentations	**Staffing Costs:** No additional cost for teachers outside the salary allocated to teachers is $45,000 + 10% for benefits with a 5% increase each year as assumed in the three operational budgets. *See line items #23 in C.5. Budget.* No additional costs as task is embedded into the Director's salary from the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item #21 in C.5. Budget.* **Contracted Service Costs:** No additional costs as tasks are embedded into the AIS Contracted Service Costs annual fee of $15,000 to the Center for Student Achievement for Years 1-3.

	revise the scope and sequence, pacing guides, and formal assessments if needed. Teachers will be responsible on updating their students IGPs from their advisory sections. Areas to update on the IGP are Galileo results, lexile levels from SRI, and other information. The Center for Student Achievement will deliver PD to teach the staff how to effectively analyze data. The Director of Student Learning will consult with the Center for Student Achievement on the creation and implementation of these PDs.				*See line item #36 in C.5. Budget.*
Attend Education Summit presented by the Arizona Charter Association.	The Arizona Charter Association's Summit conference is during July each summer. Pensar Academy will be able to send 5 staff members to the Summit. The registration fee for the conference is included in the $15,000 paid to the Center for Student Achievement. In addition to the attendance of the summit by the Director of Operations and the Director of Student Learning, 3 additional teachers will be selected to attend.	Summers of 2017, 2018, and 2019	General Education Teachers, Director of Student Learning, Director of Operations	• List of teacher's who attended • List of the sessions and topics that the teacher's attended	**Contracted Service Costs:** No additional costs as attendance and seats at conference are embedded into the AIS Contracted Service Costs at annual fee of $15,000 to the Center for Student Achievement for Years 1-3. *See line item #36 in C.5. Budget.* **Staffing Cost**: No additional costs as task is embedded into the Directors' salaries from the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item #21 in C.5. Budget.*

					No additional cost for teachers outside the salary allocated to teachers is $45,000 + 10% for benefits with a 5% increase each year as assumed in the three operational budgets. *See line items #23 in C.5. Budget.*
Identify off-site opportunities for teachers to attend workshops on best practices that align with Pensar Academy's curricular and instructional model.	All stakeholders will be invited to email the school Director of Learning opportunities that they find will be beneficial to the staff members on campus. As opportunities are identified they will be emailed to teachers. Teachers will need to attend four opportunities a year. If a certificate is given they will keep it for their records. Teachers will have the opportunity to share their learned knowledge during PLCs. The Director of Student Learning will find free opportunities through IDEAL. The Director of Student Learning will find opportunities through organizations such as Understood.org (a resource for parents and teachers of special needs kids). Understood.org has a variety of free webinars for educators to view for teaching students with special needs.	Ongoing as opportunities are identified. Teachers will need to select a total of four a year to attend.	Staff using the guidance of the Director of Student Learning	• A list of off-site PD opportunities that have been emailed to teachers. • Excel sheet of the PD opportunities that the teachers have completed with the hours listed. • List of PD opportunities that each teacher attended.	**Staffing Cost**: No additional cost at this time. Task embedded into the Director's salary from the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item #21 in C.5. Budget.*
Identify and register for training workshops and conferences that align with Pensar	The Director of Student Learning will identify trainings and workshops that teachers can attend. The conferences will align to the instructional model and	On going	Director of Student Learning, Director of Operations	• Payments of conference and training fees • List of teacher's who attended	**Membership Dues, Registrations, and Travel Costs:** In Y1 $2,500, Y2 $5,000,

Academy's curricular and instructional model.	curricular needs of Pensar Academy. The Director of Operations will process the payments and other necessary materials for teachers to attend the conferences. Teachers who attend trainings will share their learning through presentations, discussions during PLCs ect.			• List of the sessions and topics that the teacher's attended	and Y3 $7,500. *See line item #35 in C.5. Budget.* **Supervision Costs:** No additional cost at this time. Task embedded into the Directors' salaries from the 3-year operational budget C.5 $65,000 + 10% for benefits with an assumed 5% increase each year. *See line item #21 in C.5. Budget.*