Demonstration of Sufficient Progress

DSP Report

Charter Holder Name:
School(s):
Date Submitted:
Purpose of Demonstration of Sufficient Progress *(check one):*

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

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

☐ FY2013
☒ FY2014

Directions:

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

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

vi. Locate and download the “Demonstration of Sufficient Progress Process and Instructions”.

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

d.

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

Area I: Data

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

School Name: Phoenix Advantage Charter School

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

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

Data for All Applicable Measures and Subgroups

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

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

- clearly label all data to demonstrate which measure(s) it addresses,
- provide data generated from valid and reliable assessment sources,
- limit all data to no more than one page per measure per content per school, and
- Redact all student identifiable information.

Insert data here:

Insert Student Median Growth Percentile (SGP) – Math data here: Math

Grade	Fall 2013	Spring 2013	Gains 2013	% Meets or Exceeds Target	Fall 2014	Spring 2014	Gains 2014	% Meets or Exceeds Target
3rd	2279	2370	91	21	2182	2373	191	60
4th	2357	2475	118	44	2295	2437	142	43
5th	2423	2522	99	42	2409	2519	110	37
6th	2550	2669	119	48	2496	2684	188	67
7th	2597	2681	84	59	2628	2732	104	54
8th	2658	2773	115	53	2648	2790	142	77

Insert Student Median Growth Percentile (SGP) – Reading data here: Reading

Grade	Fall 2013	Spring 2013	Gains 2013	% Meets or Exceeds Target	Fall 2014	Spring 2014	Gains 2014	% Meets or Exceeds Target
3rd	2207	2308	101	26	2104	2286	182	31
4th	2374	2408	34	21	2227	2404	177	48
5th	2447	2566	119	51	2411	2526	115	46
6th	2531	2670	139	58	2532	2685	153	60
7th	2607	2748	141	67	2691	2797	106	50
8th	2737	2862	125	64	2375	2883	148	62

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

Year	Tested Student Count	# Far Below	# Below	# Above	# Far Above	Fall Mean SS	Spring Mean SS
2012-2013	347	62	127	116	42	2408	2523
2013-2014	350	29	115	140	66	2352	2524

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

Year	Tested Student Count	# Far Below	# Below	# Above	# Far Above	Fall Mean SS	Spring Mean SS
2012-2013	344	79	119	104	42	2401	2509
2013-2014	349	53	124	120	52	2344	2507

Insert Percent Passing – Math data here: Math

Grade	2012-2013	2013-2014
3rd	21	60
4th	44	43
5th	42	37
6th	48	67
7th	59	54
8th	53	77

Insert Percent Passing – Reading data here: **Reading**

Grade	2012-2013	2013-2014
3rd	26	31
4th	21	48
5th	51	46
6th	58	60
7th	67	50
8th	64	62

Insert Subgroup, ELL – Math data here: **Math**

Grade	Fall 2013	Spring 2013	Gains 2013	% Meets or Exceeds Target	Fall 2014	Spring 2014	Gains 2014	% Meets or Exceeds Target
3rd	2176	2297	121	29	2105	2331	226	69
4th	2272	2440	168	61	2219	2406	187	50
5th	2298	2415	117	56	2382	2473	91	31
6th	2406	2607	201	78	2384	2565	181	63
7th	2415	2597	182	100	2585	2696	111	63
8th	2446	2541	95	50	2510	2634	124	50

Insert Subgroup, ELL – Reading data here: **Reading**

Grade	Fall 2013	Spring 2013	Gains 2013	% Meets or Exceeds Target	Fall 2014	Spring 2014	Gains 2014	% Meets or Exceeds Target
3rd	1959	2087	128	21	1959	2125	166	25
4th	2160	2198	38	17	2027	2253	226	42
5th	2181	2282	101	44	2224	2317	93	38
6th	2246	2541	150	56	2251	2480	229	75
7th	2261	2368	107	50	2434	2529	95	25
8th	2304	2597	293	100	2249	2546	297	75

Insert Subgroup, FRL – Math data here: **Math**

Grade	Fall 2013	Spring 2013	Gains 2013	% Meets or Exceeds Target	Fall 2014	Spring 2014	Gains 2014	% Meets or Exceeds Target
3rd	2280	2371	91	21	2201	2394	193	62
4th	2357	2475	118	44	2304	2446	142	49
5th	2422	2524	102	41	2404	2527	123	46
6th	2550	2669	119	48	2521	2705	184	69
7th	2602	2688	86	59	2661	2771	110	58
8th	2658	2773	115	53	2656	2788	134	72

Insert Subgroup, FRL – Reading data here: **Reading**

Grade	Fall 2013	Spring 2013	Gains 2013	% Meets or Exceeds Target	Fall 2014	Spring 2014	Gains 2014	% Meets or Exceeds Target
3rd	2212	2313	101	27	2122	2299	177	32
4th	2374	2408	34	21	2251	2410	159	44
5th	2428	2549	121	51	2412	2523	111	42
6th	2531	2670	139	58	2549	2686	137	60
7th	2604	2763	159	73	2745	2821	76	44
8th	2737	2862	125	64	2715	2886	171	67

Insert Subgroup, students with disabilities – Math data here: Math

Grade	Fall 2013	Spring 2013	Gains 2013	% Meets or Exceeds Target	Fall 2014	Spring 2014	Gains 2014	% Meets or Exceeds Target
3rd	2162	2245	83	0	2275	2374	99	33
4th	2303	2501	198	75	2279	2241	-38	0
5th	2338	2458	120	50	2286	2340	54	25
6th	2299	2563	264	100	2481	2601	120	50
7th	2525	2565	40	50	2491	2551	60	40
8th	2758	2903	145	100	2394	2504	110	25

Insert Subgroup, students with disabilities – Reading data here: **Reading**

Grade	Fall 2013	Spring 2013	Gains 2013	% Meets or Exceeds Target	Fall 2014	Spring 2014	Gains 2014	% Meets or Exceeds Target
3rd	1976	2019	43	33	1855	2019	164	0
4th	2247	2064	-183	25	2085	1957	-128	0
5th	2171	2256	85	25	1938	1965	27	25
6th	2087	2180	93	40	2476	2651	175	50
7th	2211	2180	-31	0	2225	2265	40	20
8th	2449	2924	475	100	2207	2458	251	75

Valid and Reliable Data

2. How does the Charter Holder know that the data described above is valid and reliable?

The projection (Evidence #6) comparing quarter 3 of 2013 Scantron data to 2013 AIMS data is the evidence that shows how accurate Scantron has been in the past. We anticipated 2014 AIMS to reflect our 3rd quarter Scantron scores however the data shows otherwise due to the number of ill students/make-up tests that occurred during the week of AIMS testing. If the FAY students had met projected AIMS scores, we would have seen an 11% increase in students passing.
The AIMS data from 2013-2014 (Evidence #4) compares the math scores of 30 students that experienced sickness (as evidenced by the nurse log) during the week of AIMS. The data shows that 65% of the students that went to the nurse, during the 2 weeks of testing, decreased their scaled score or performance band (F.A.M.E.).
The Scantron math data from quarter 3 of 2014 (Evidence #5), showed a significantly higher percentage of students performing at meets and exceeds than what AIMS reflected.
There were 44 documented cases of flu-like symptoms evidenced by a nurse log (Evidence #1).
The absentee record shows a significant increase in absences when compared to the 2013 absentee record (Evidence #3).
The evidence shows that 55 tested students were absent during the week of 2014 AIMS testing.
These students completed make-up testing in an unfamiliar environment with someone other than their teacher.
The 2014 data (Evidence #2) shows that 45% of those students went down an entire performance band (F.A.M.E.) when compared to their quarter 3 Scantron score.

If the FAY students had met projected AIMS scores, as they have in the past, we would have seen an 11% increase in students passing.
Illness is a completely unforeseen circumstance and an unpredictable event; therefore there were no reasonable steps that could have been taken to prevent an outbreak of flu symptoms in the school community. The opportunity did not exist for the school to minimize its impact on students.

Conclusions Drawn From Data

3. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?

Phoenix Advantage found that the 2014 AIMS data is reflective of a significant illness affecting students during the week of AIMS testing as the Scantron projected scores did not match as they have in the past. Along with the illness, students were affected by an unforeseen turnover in teaching and support staff, and a miscalculation in percentage of students passing.
There were many inconsistencies with all 3 of our 4th grade teachers, 3 of our 5th grade teachers and 2 of our 6th grade teachers which greatly affected the learning of our students resulting in poor performance. We were met with a lack of trained candidates after many efforts to hire highly qualified teachers. The teachers that were hired in the 4th -6th grade classrooms were inexperienced or substitute teachers due to the early departure of the original teachers which was out of our control. In grades tested, we experienced extreme difficulty in hiring and retaining certified teachers.
The bullet points below show the struggles encountered in the classrooms/grade levels which showed poor performance on the AIMS test.

<u>4th Grade Classes</u>

- Class 1 (ELL)
  - Class served by long-term sub

- Class 2
  - Class served by inexperienced first year teacher
- Class 3
  - Class served by inexperienced new teacher who left in October
  - Class served by substitute teacher for multiple weeks
  - Class served by inexperienced new teacher for remainder of year

5th Grade Classes

- Class 1 (ELL)
  - Class served by substitute from 8/5/13 to September hire
  - Class served by out of state teacher who started in September
  - Class served by substitute from November to December
    - In January, after several weeks of substitutes, we were able to find a new teacher to place in the classroom, but the Saturday before she was to start, she changed her mind, forcing us to place another substitute in the classroom. After several more weeks, we were able to fill the position for the remainder of the year with a newly graduated teacher.
- Class 2
  - Class served by un-trained teacher that abruptly left in November.
  - Class served by substitute until December.
  - Class served by HQ teacher for the remainder of the year.
- Class 3
  - Class served by inexperienced new teacher who was a late hire (Thursday before school started)

6th Grade Classes

- Class 1
  - Class served by un-trained teacher for the school year.
- Class 2
  - Class served by inexperienced new teacher with minimal experience.
    - Class served by multiple substitute teachers while regular teacher was on maternity leave from November to December.

Evidence:

- The evidence (Evidence #6) shows poor performance in 4th- 6th grade AIMS from 2013-2014 due to the inconsistencies with teacher turnover. Based on the difficulty in finding highly-qualified and certified staff in grades 4-6, as well as the multiple transitions the students endured, it is apparent that the students were unable to perform to the best of their ability as evidenced by the decrease in the passing rates.

The following bullet points explain the steps we took to minimize the situation's impact on assessment incomes:

o Instructional assistants were reassigned to ensure support in all classrooms that experienced unexpected disruptions by teacher turnover.

o Reading Interventionists modeled exemplar practices, pulled small groups of students for intensive instructional support and assisted teachers with lesson planning and preparation.

o School Level Curriculum Specialist led weekly grade level meetings to provide guidance, support and materials to teachers and substitutes who were unfamiliar with the school's improvement plan,

curriculum and the Charter Board DSP.

- The Regional Curriculum Specialist observed in classrooms and provided additional feedback and support to teachers. Additionally, the two curriculum specialists collaborated to ensure that the situation of extreme need didn't become out of control and continued to meet student needs.
- The Behavior Specialist provided support for students with behavior and emotional challenges. Intervention groups were implemented to provide as much support for uninterrupted classroom instruction as possible.
- The School Principal provided weekly new teacher training, weekly informal observations with feedback, twice annual formal evaluations, and was an ever-present leader on site and in the classrooms.

The results of the analysis show that despite our best efforts, we were unsuccessful in training and retaining teachers/substitutes which resulted in low test scores as shown by the evidence.

<u>Miscalculation in percentage of students passing.</u>

Based on the Growth Model Chart provided on Common Logon's AYP/AZ LEARNS/A-F Evaluations page, there appears to be a discrepancy in the "Percent Passing – All Students" category. The Growth Model Chart calculated a passing rate of 51%. However, based on our calculations for each grade levels' FAY passing rate, we found the percent passing to be 52% (Evidence #7**)**

The above referenced instances provide valid reasons for the decline in scores. We have followed our plan as outlined in ALEAT. In addition, we have followed all aspects of our Performance Management Plan. However, we were unable to anticipate or plan for student illnesses or teacher turnover on campus. Our data shows that the illnesses affected students' ability to test. Additionally, the number of teachers that were replaced in the months leading up to the AIMS test also had a negative effect on our students resulting in lower test scores.

The attendance log from each classroom is evidence of the significant number of ELL, RFL and students with disabilities that were negatively affected by the explained events above.

The events directly affected Student Median Growth Percentile in Math and Reading,
Student Median Growth Percentile of the bottom 25% in Math and Reading, Percent Passing in Math, Subgroup ELL in Math and Reading, Subgroup FRL in Math and Reading and students with disabilities in Math and reading.

Area II: Curriculum

Evaluating Curriculum	
1. What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	
Our management company, Mosaica, employs many trained and experienced professionals in the field of education. Mosaica along with the onsite administration and leadership team meet to discuss possible gaps due to patterns of low test scores/mastery in a particular area. Interventionists as well as other administration are in each classroom weekly to ensure the curriculum is being delivered correctly. Our weekly grade level meetings are focused on reviewing data from recent assessments which directly relate to instruction of the curriculum. Any pattern of poor performance in a given content area is noted and reviewed for effectiveness.	• Weekly Grade Level Meeting sign in sheets
2. How does the Charter Holder identify gaps in the curriculum?	
The publishers of Saxon Math, OCR and Imagine It! curriculum provided our school with reverse correlations that show the lesson number and the specific content learned that correlates to the ACCRS. The CCSS checklists required of all teachers are also used to ensure the curriculum does not have any gaps.	• Publisher Reverse Correlations • Standard Checklists
Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
Mosaica, along with the onsite administration and leadership team meet to discuss possible gaps due to a pattern of low test scores in a particular area. This information is taken from weekly grade level meeting notes which keep track of trends of low proficiency in particular areas. The leadership team reviews and revises lessons in each grade level to ensure proper instruction is taking place in the classroom.	• Grade Level Minutes • Leadership meeting sign-in sheets and minutes.
4. Who is involved in the process for adopting or revising curriculum?	
Mosaica's corporate staff of experienced educators and the onsite leadership team are involved in the process for adopting or revising curriculum.	• Leadership Meeting agendas • Leadership Meeting sign in sheets

5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
As stated in the PMP, Phoenix Advantage Charter School uses data trends when selecting a new curriculum along with research from the publishers and other documented cases of success with the product.	• Proven results/research based material • Past trends
Implementing Curriculum	
6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	
During weekly grade level meetings teachers meet with the administration. Through the course of these meetings, recent observations and lesson plans are reviewed to ensure proper delivery of curriculum as presented during the preliminary professional development.	• Observation logs • Pre-service agenda and sign-in sheets • Grade Level Meeting agendas and sign in sheets
7. What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	
At the beginning of every school year Phoenix Advantage provides a mandatory 3 week pre-service session. This professional development session allows Phoenix Advantage to ensure that all grade level standards are covered within the academic year. During the first week the leadership team, consisting of administration, curriculum representatives and high performing teachers, provides training to all teachers who are new to Phoenix Advantage. The training includes a very thorough, hands-on introduction of the curriculum. Teachers are given standard checklists that they must use throughout their lessons to ensure they meet each standard.	• Standard checklists • Lesson Plans • Pre-service agenda and sign-in sheets
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
Teachers are expected to turn in their lesson plans to the T-drive every week to be reviewed by administration. In addition to lesson plans, teachers are required to bring their standard checklist binders to each grade level meeting for review. The expectations are communicated during initial pre-service training as well as during	• Lesson Plans • Checklist binders

weekly grade level meetings.	
9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
The evidence of proper usage of the checklists is documented in each individual observation. The checklists show which standards have been covered while the observations ensure that the standard has been properly taught. The classroom assessments are discussed weekly in grade level meetings to show mastery of the standards taught.	• Teacher Observations • Checklist log of mastery • Grade Level Meeting agendas and sign in sheets
Alignment of Curriculum	
10. How does the Charter Holder know the curriculum is aligned to standards?	
Phoenix Advantage knows that the curriculum is aligned to the standards. The publishers of the curriculum provided each grade level with a reverse correlation which lists the lesson #, concept and the standard with which it relates.	• Reverse correlation documents for reading and math curriculum
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
Teachers continue to receive training and guidance to fully implement the math and reading curriculum to ensure performance objectives are being taught correctly. During weekly grade level meetings teachers meet with the administration. Through the course of these meetings, recent observations and lesson plans are reviewed to ensure proper delivery of curriculum as presented during the preliminary professional development. The needs of the bottom 25% are being met with the weekly interventions and training of the reading and math curriculum as well as the use of its intervention and reteach guides during small group interventions.	• Observation Logs • Meeting sign in sheets • Intervention schedules
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
Subgroup ELL Reading Phoenix Advantage Charter School did not meet the standard for Subgroup ELL in Reading. Based on the Performance Management Plan (PMP) and our current data, we continue to implement a sustained improvement plan for ELL students. As	• SEI Lesson Plans • ILLP Documents

stated in the PMP, more than half of the student population has a language other than English spoken in the home. Phoenix Advantage has adopted the mandatory technique of Structured English Immersion (SEI). All Phoenix Advantage teachers are SEI certified. Due to the large number of ELL students, Phoenix Advantage currently operates 6 SEI classrooms. Many students in 1st grade as well as grades 5-8 are taught using Individual Language Learner Plans (ILLP) which fulfills the state requirement for smaller ELL populations. To meet the SEI requirements teachers provide ELL students with 4 hours of English Language development. Phoenix Advantage continues to serve ELL students with curriculum, instruction, assessment and professional development that contribute to increased ELL proficiency. As stated in the PMP, teachers continue to receive training and guidance to fully implement the Saxon curriculum and ensure that performance objectives are being taught correctly. During weekly grade level meetings teachers meet with the administration. Through the course of these meetings, recent observations and lesson plans are reviewed to ensure proper delivery of curriculum as presented during the preliminary professional development.	
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	
During weekly grade level meetings teachers meet with the administration. Through the course of these meetings, observations, assessments and lesson plans are reviewed to ensure proper delivery of curriculum as presented during the preliminary professional development. All FRL students that do not master a concept are given weekly interventions. We continue with the interventions above to help teachers ensure the curriculum addressed the needs of FRL students.	• Observation Logs • Meeting sign in sheets • Intervention schedules
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
Teachers continue to receive training and guidance to fully implement the curriculum in math and reading to ensure that performance objectives are	• Observation Logs • Meeting sign in sheets • Special Education Intervention schedules

being taught correctly. During weekly grade level meetings teachers meet with the administration. Through the course of these meetings, recent observations and lesson plans are reviewed to ensure proper delivery of curriculum as presented during the preliminary professional development. The weekly interventions and training of the reading and math curriculum is done by trained Special Education teachers. With the proper delivery of IEP modifications and the regular assistance of Special Education teachers ensures the curriculum is addressing the needs of students with disabilities.	

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
Phoenix Advantage implements a comprehensive system based on the performance measures of our Performance Series assessment tool as well as data from Saxon and Open Court tests. Monitoring and documentation of increases in student growth occur on a weekly and quarterly basis with results from the various assessments. Our PMP explains how data is reviewed on a weekly and quarterly basis. Each quarter students are tested using our Performance Series assessment. The results from the Performance Series test are reviewed by the grade level team. During the meeting the team creates a five week focus plan using our Achievement Series assessment tool. Each week students are assessed using the focus test that is based on mini lessons which are delivered every day for an entire week. The mini lesson is created due to a deficiency in mastery of a previously taught concept. If mastery is shown on the assessment then a different focus is planned for the following week. If mastery is not shown, the teacher will continue teaching the concept the following week. Teachers and students continue with that pattern until the new quarterly targets are chosen and the cycle continues. Students who are still struggling will receive intervention every week. The Achievement Series assessment tool provides an abundance of information concerning each individual student which is then used to create Personalized Student Achievement Plans (PSAP). The PSAP is used to zero in on specific deficiencies with each individual student as well as provide additional opportunities for those who have mastered a concept. Teachers use PSAPS to create groups for workshop time as well as provide information to interventionists concerning instructional order. Weekly Saxon tests have been entered into Achievement Series to allow for immediate results so that remediation, intervention and extension can begin promptly.	• Scantron Data • Achievement Series Data • Intervention schedules • PSAPS • Five Week Focus Plans • Grade Level Meeting sign in sheets and agendas

These tests are designed with the curriculum and instructional methodology.	
2. What was the process for designing or selecting the assessment system?	
Mosaica selected Scantron as our assessment tool due to the fact that the testing material is aligned to the standards. Tests are created based on the data from the teacher. The tests are also graded and broken down into categories so that teachers can zero in on specific weaknesses. Full reports are available for parents and interventionists so that each individual student is able to receive differentiated instruction.	• Scantron Reports • Achievement Series Reports
3. How is the assessment system aligned to the curriculum and instructional methodology?	
The assessment system is aligned to the curriculum and instructional methodology in that the instructor is able to view test questions and choose items that present material in different ways to ensure student have fully mastered a concept.	• Scantron Guides
4. What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	
Student progress is assessed weekly during observations and weekly grade level meetings. Achievement Series tests are given weekly and focus on a specific concept that has been previously taught but not mastered. Scantron assessments are benchmarks that are given quarterly. Curriculum based tests are given weekly in math and reading.	• Grade Level Meeting agendas and sign in sheets • Assessment data
Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
The instructional staff at Phoenix Advantage meets weekly to discuss student data, intervention and differentiation strategies. Members of the team use this time to ask questions and receive guidance and support from colleagues, interventionists and the head of school. Scantron Performance Series data is evaluated at the school level after each benchmark assessment is given in the Fall, Winter and Spring. In addition, the data is evaluated at the classroom level on an ongoing basis to help inform classroom instruction throughout the school year.	• Grade Level Meeting agendas and sign in sheets • Assessment data

6. How is the analysis used to evaluate instructional and curricular effectiveness?	
Teachers are evaluated in part based on the performance of their students as measured by the AIMS growth and Scantron growth their students were able to demonstrate during the school year. Phoenix Advantage operates with a continuous improvement philosophy. Anytime areas of weakness are identified in curriculum and instruction an evaluation and intervention is undertaken to determine if changes are required.	• Classroom Assessments • Meeting sign in sheets
7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
Teacher feedback, student feedback and parent feedback is gathered throughout the year and is used alongside classroom performance and assessment date to determine if instructional changes or curriculum changes are needed. Instructional changes are made as frequently as necessary; however, major changes are typically made at natural break points in the school year, such as the end of a grading period. Curriculum changes are rarely made during the course of the school year. If the school's analysis indicates that a change needs to be made the move is typically made during the summer prior to the start of the new school year.	• Curriculum history logs • Teacher history logs
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
8. How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	
Students in the bottom 25% have equal access to the assessments used by Phoenix Advantage and the results of the testing are as valid in this subgroup of students as they are in the larger student population. Teachers are able to pull Suggested Learning Objectives (SLO's) from Scantron that can be used to help guide them on how to differentiate in their classroom. SLO's provide teachers with detailed data that indicate which skill gaps need to be closed and what standards need to be retaught in order for the student to be able to gain mastery and close those gaps. Additionally, end of until assessments provide teachers with data that tells the teacher	• PSAP's • SLO's

what content needs to be retaught and to which students. The key is that the student's area(s) of weakness is identified and he/she is provided with the instruction and/or intervention needed to help close the gaps and be successful. Data gathered from both summative assessments and formative classroom assessments are utilized in the drafting of each student's PSAP (Personalized Students Achievement Plan). The PSAP is a living documents in which learning and student achievement goals are set for the students. The PSAP document is updated throughout the year to reflect current areas of strength and weakness for each individual student.	
9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
Monitoring and documentation of increases in ELL proficiency occur on a weekly and quarterly basis with results from various assessments. Our PMP explains how data is reviewed on a weekly and quarterly basis. Each quarter students are tested using our Performance Series assessment. The results from the Performance Series test are reviewed by the grade level team. During the meeting the team creates a five week focus plan using our Achievement Series assessment tool. Each week students are assessed using the focus test that is based on mini lessons. These lessons last 5-10 minutes and are delivered daily for an entire week. The mini lesson is created due to a deficiency in mastery of a previously taught concept. If mastery is shown on the assessment then a different focus is planned for the following week. If mastery is not shown the teacher will continue teaching the concept the following week. Teachers and students continue with that pattern until the new quarterly targets are chosen and the cycle continues. The Achievement Series assessment tool provides an abundance of information concerning each individual student which is then used to create Personalized Student Achievement Plans (PSAP). The PSAP is used to zero in on specific deficiencies with each individual student as well as provide additional opportunities for those who have mastered a concept. Teachers	• Performance Series Assessments (quarterly) • Achievement Series Tests (weekly) • Grade Level Meeting agenda and sign in sheets (weekly) • Five Week Focus Plans

use PSAPS to create groups for workshop as well as provide information to interventionists concerning instructional order. Weekly tests have been entered into Achievement Series to allow for immediate results so that remediation, intervention and extension can begin promptly.	
10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
Monitoring and documentation of increases in student proficiency occur on a weekly and quarterly basis with results from various assessments. Our PMP explains how data is reviewed on a weekly and quarterly basis. Each quarter students are tested using our Performance Series assessment. The results from the Performance Series test are reviewed by the grade level team. During the meeting the team creates a five week focus plan using our Achievement Series assessment tool. Each week students are assessed using the focus test that is based on mini lessons which are delivered every day for an entire week. The mini lesson is created due to a deficiency in mastery of a previously taught concept. If mastery is shown on the assessment then a different focus is planned for the following week. If mastery is not shown the teacher will continue teaching the concept the following week. Teachers and students continue with that pattern until the new quarterly targets are chosen and the cycle continues. The Achievement Series assessment tool provides an abundance of information concerning each individual student which is then used to create Personalized Student Achievement Plans (PSAP). The PSAP is used to zero in on specific deficiencies with each individual student as well as provide additional opportunities for those who have mastered a concept. Teachers use PSAPS to create groups for workshop as well as provide information to interventionists concerning instructional order. Weekly Saxon tests have been entered into Achievement Series to allow for immediate results so that remediation, intervention and extension can begin promptly.	• Assessment Data • Assessment Features

11. How is the assessment system adapted to meet the assessment needs of students with disabilities?	
Monitoring and documentation of increases in student proficiency occur on a weekly and quarterly basis with results from various assessments. Our PMP explains how data is reviewed on a weekly and quarterly basis. Each quarter students are tested using our Performance Series assessment. The results from the Performance Series test are reviewed by the grade level team. During the meeting the team creates a five week focus plan using our Achievement Series assessment tool. Each week students are assessed using the focus test that is based on mini lessons which are delivered every day for an entire week. The mini lesson is created due to a deficiency in mastery of a previously taught concept. If mastery is shown on the assessment then a different focus is planned for the following week. If mastery is not shown the teacher will continue teaching the concept the following week. Teachers and students continue with that pattern until the new quarterly targets are chosen and the cycle continues. The Achievement Series assessment tool provides an abundance of information concerning each individual student which is then used to create Personalized Student Achievement Plans (PSAP). The PSAP is used to zero in on specific deficiencies with each individual student as well as provide additional opportunities for those who have mastered a concept. Teachers use PSAPS to create groups for workshop as well as provide information to interventionists concerning instructional order. Weekly reading tests have been entered into Achievement Series to allow for immediate results so that remediation, intervention and extension can begin promptly. All IEP modifications are given based on what is written in each child's IEP.	• Special Education Logs • Grade Level Meeting agenda and sign in sheets • Five Week Focus Plans • Assessment Data • PSAPS

Area IV: Monitoring Instruction

Monitoring the Integration of Standards
1. What is the Charter Holder's process for monitoring the integration of standards into

classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	
The ACCRS are monitored for proper introduction with the use of Standard Checklists as well as a log of lesson plans. In keeping with our PMP agreement, the teacher is responsible for dating and indicating the percentage of students that have mastered a particular objective (as measured by routine tests on the current lesson as well as weekly focus tests aimed at reviewing material that was not mastered on previous tests). The Curriculum Specialist and other interventionists provide weekly modeling and whisper coaching sessions to monitor for appropriate delivery and documentation of the standards. The PMP illustrates the importance of practicing previously taught performance objectives to ensure mastery. Teachers are required to date each occurrence in their standard checklists as per our PMP.	• Intervention Schedules • Standard Checklists • Lesson Plans • Observation Logs • Modeling/coaching session logs
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
Standards are monitored for proper introduction with the use of Standard Checklists. In keeping with our PMP agreement, the teacher is responsible for dating and indicating the percentage of students that have mastered a particular objective (as measured by routine tests on the current lesson as well as weekly focus tests aimed at reviewing material that was not mastered on previous tests). The Curriculum Specialist and other interventionists provide weekly modeling and whisper coaching sessions to monitor for appropriate delivery and documentation of the Standards. The PMP illustrates the importance of practicing previously taught performance objectives to ensure mastery. Saxon and Open Court are designed to avoid the possibility of students losing the mastery of the material. It delivers its lessons in a manner which reintroduces students to material that has been introduced periodically throughout the textbook. Teachers are required to date each occurrence in their standard checklists as per our PMP.	• Intervention Schedules • Standard Checklists • Lesson Plans • Observation Logs • Modeling/coaching session logs • Assessment Data

Evaluating Instructional Practices	
3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	
Administration monitors teachers during observations with checklists which outline necessary pieces to an effective classroom. -Observe -Leave Feedback -Meet to discuss observation -Model if necessary -Return to observe teacher using strategies that were modeled. -Whisper Coaching is another developmental strategy used where teachers observe their peers with a member of the leadership team explaining what the teacher is doing every step of the way-mostly focusing on the observing teacher's area of need. The above listed routine allows administration to decide if instruction is of good quality after initial checklist observation.	• Observation Checklists • Observation Log • Coaching log
4. How does this process identify individual strengths, weaknesses, and needs?	
Phoenix Advantage identifies individual strengths and needs through regular observations with concrete evidence.	• Observation Logs
Providing Analysis and Feedback to Further Develop Instructional Quality	
5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	
-Observe -Leave immediate feedback through email or written letter. -Meet to discuss observation & plan a day to model if necessary -Model -Return to observe teacher using strategies that were modeled. -Meet again for feedback The above listed routine allows administration to decide if instruction is of good quality after initial checklist observation.	• Observation Checklists • Observation Log • Coaching log
6. How does the Charter Holder analyze this information? What does the data about quality of	

instruction tell the Charter Holder? What has the Charter Holder done in response?	
The data gathered during observations and meetings allows Phoenix Advantage to decide on the specific needs to focus on during a modeling session. It tells the charter holder what is necessary for the students to receive effective instruction. Ultimately it can tell the charter holder whether or not the instructor is capable of effectively delivering the necessary information to students.	• Observation Checklists • Observation Log • Coaching log
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
7. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	
Students in the bottom 25% in math and reading have equal access to the assessments used by Phoenix Advantage and the results of the testing are as valid in this subgroup of students as they are in the larger student population. Teachers are able to pull Suggested Learning Objectives from Scantron that can be used to help guide them on how to differentiate in their classroom. SLO's provide teachers with detailed data that indicate which skill gaps need to be closed and what standards need to be retaught in order for the student to be able to gain mastery and close those gaps. Additionally, end of until assessments provide teachers with data that tells the teacher what content needs to be retaught and to which students. The key is that the student's area(s) of weakness is identified and he/she is provided with the instruction and/or intervention needed to help close the gaps and be successful. Data gathered from both summative assessments and formative classroom assessments are utilized in the drafting of each student's PSAP (Personalized Students Achievement Plan). The PSAP is a living documents in which learning and student achievement goals are set for the students. The PSAP document is updated throughout the year to reflect current areas of strength and weakness for each individual student.	• Observation Logs • Instructional Coaching Logs • Assessment Data • Meeting agendas and sign in sheets • Checklists • SLO's • PSAPS
8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
The SEI classrooms provide a minimum of 4 hours of English language development. Those 4 hours	• Observation Logs • Instructional Coaching Logs

are distinguished from other types of instruction. Arizona K-12 English Language Learner Proficiency Standards are monitored in each classroom with the use of Standard Checklists. In keeping with our PMP agreement, the teacher is responsible for dating and indicating the percentage of students that have mastered a particular objective (as measured by routine tests on the current lesson as well as weekly focus tests aimed at reviewing material that was not mastered on previous tests). The Curriculum Specialist and other interventionists provide weekly modeling and whisper coaching sessions to monitor for appropriate delivery and documentation of the Arizona K-12 English Language Learner Proficiency Standards and Discrete Skills Inventory. The PMP illustrates the importance of practicing previously taught performance objectives to ensure mastery. Our continuous review of the proper delivery of the Arizona K-12 ELL Proficiency Standards avoids the possibility of students losing mastery of the material. Teachers are required to date each occurrence in their standard checklists. Results from our Performance Series benchmark assessment provide teachers with a starting point. For ELL, our weekly Achievement Series tests are based on the K-12 ELL Proficiency Standards and allow us to pinpoint student needs and incorporate them into our instruction as the year progresses.	• Assessment Data • Meeting agendas and sign in sheets • Checklists
9. How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
FRL students have equal access to the math and reading assessments used by Phoenix Advantage and the results of the testing are as valid in this subgroup of students as they are in the larger student population. Teachers are able to pull Suggested Learning Objectives from Scantron that can be used to help guide them on how to differentiate in their classroom. SLO's provide teachers with detailed data that indicate which skill gaps need to be closed and what standards need to be retaught in order for the student to be able to gain mastery and close those gaps. Additionally, end of until assessments provide	• Observation Logs • Instructional Coaching Logs • Assessment Data • Meeting agendas and sign in sheets • Checklists

teachers with data that tells the teacher what content needs to be retaught and to which students. The key is that the student's area(s) of weakness is identified and he/she is provided with the instruction and/or intervention needed to help close the gaps and be successful. Data gathered from both summative assessments and formative classroom assessments are utilized in the drafting of each student's PSAP (Personalized Students Achievement Plan). The PSAP is a living documents in which learning and student achievement goals are set for the students. The PSAP document is updated throughout the year to reflect current areas of strength and weakness for each individual student.	
10. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	
The Standards are monitored for proper introduction with the use of Standard Checklists. In keeping with our PMP agreement, the teacher is responsible for dating and indicating the percentage of students that have mastered a particular objective (as measured by routine tests on the current lesson as well as weekly focus tests aimed at reviewing material that was not mastered on previous tests). The Curriculum Specialist provides weekly modeling and whisper coaching sessions to monitor for appropriate delivery and documentation of the standards. The PMP illustrates the importance of practicing previously taught performance objectives to ensure mastery. Our reading instruction plan is designed to avoid the possibility of students losing the mastery of the material. Teachers deliver lessons in a manner which reintroduces students to previously taught material. Teachers are required to date each occurrence in their standard checklists. The 30 minute reading workshop allows teachers to work in a remedial setting. Results from our Performance Series benchmark assessment provide teachers with a starting point. Our weekly Achievement Series tests are also based on the standards and allow us to pinpoint student needs and incorporate them into our instruction as the year progresses. The	• Observation Logs • Instructional Coaching Logs • Assessment Data • Meeting agendas and sign in sheets • Checklists

information from test results is also passed along to the Special Education Department where assignments are modified to meet each student's individual needs. Our teachers attend scheduled IEP meetings and are in constant contact with the Special Education Department. The individualized instruction contributes to increased student proficiency	

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
As outlined in our PMP, each year begins with a 3 week pre-service which covers all content areas. Professional development is provided by representatives of the math and language arts curriculum, Mosaica Education staff and teachers with outstanding results. Professional development is mandatory for all staff members and occurs on a monthly basis. All new staff members have 15 days of professional development prior to the start of school. Returning staff members have 10 days. All teachers have an additional day per month. Professional development is currently implemented in an ongoing manner in the form of individual coaching and modeling sessions to ensure adherence to our charter contract as well as to provide high quality educational services to our students.	• Pre-service and PD agendas and sign in sheets • Observation logs • Coaching and modeling sessions
2. How was the professional development plan developed?	
The Pre-service plan is updated yearly to reflect the latest innovative research in educational criteria by Mosaica Education's experienced educators. Teacher training workshops are designed by the Corporate Design Team, and model the same effective teaching and learning strategies that constitute the hallmark of the accredited Mosaica model. In addition, the monthly sessions are targeted to real time learning needs (Differentiation, Classroom Management Techniques etc)	• Pre-Service Agenda and sign in sheets • Training Workshops • Monthly PD agendas and sign in sheets

3. How is the professional development plan aligned with instructional staff learning needs?	
The monthly Professional Development topics are developed to address real time needs and applications. The preservice workshops are revised yearly to reflect new policies and procedures as well as to provide support in identified areas of needs from the prior year.	• Pre-Service Agenda and sign in sheets • Training Workshops • Monthly PD agendas and sign in sheets • Observation Notes
4. How does this professional development plan address areas of high importance?	
School leaders and curriculum specialists model the same strategies (i.e. Activating Prior Knowledge, Socratic Discussion, Role-Play, etc.) that are featured in every Paragon storyboard, and that teachers will bring to life for students with their creativity, connections, and rapport skills.	• Pre-Service Agenda and sign in sheets • Training Workshops • Monthly PD agendas and sign in sheets • Observation Notes
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
For Phoenix Advantage Professional Development sessions, teachers follow up with a "takeaway" activity designed to enhance their classroom instruction as well as to demonstrate their understanding of the topic. Then, through our ongoing teacher monitoring process, the administration and intervention staff are able to verify that the strategies are being implemented in a high quality manner.	• Pre-Service Agenda and sign in sheets • Training Workshops • Monthly PD agendas and sign in sheets
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
For every professional development session, the staff is given access to online resources. These include a recording of the session as well as any handouts and support links that are needed for that topic. Teachers can access these at any time.	• Pre-Service Agenda and sign in sheets • Training Workshops • Monthly PD agendas and sign in sheets • Curriculum
Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
Administration monitors teachers using a checklist during individual observations. The strategies are	• Observation logs • Meeting sign in sheets

observed through this process and feedback is provided immediately by email or written note. A meeting is planned to follow each observation.	
8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
Administration monitors teachers during observations. The strategies are observed through this process and feedback is provided. -Observe -Leave Feedback -Meet to discuss observation -Model if necessary -Return to observe teacher using strategies that were modeled. -Whisper Coaching is another developmental strategy used where teachers observe their peers with a member of the leadership team explaining what the teacher is doing every step of the way-mostly focusing on the observing teacher's area of need.	• Observation log • Coaching sessions
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
9. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?	
Specific workshops are created for students in the bottom 25% in math and reading. Additionally, in the teachers' weekly grade level data meetings with the Curriculum Implementation Specialist, targeted strategies are discussed.	• Sample Workshops • Focus Plans • Intervention Logs
10. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	
Our formal professional development occurs on a monthly basis and follows the guidelines of the PMP. The topic of each monthly professional development session is based on the needs of both teacher and student as determined through weekly meetings and observations. It was decided that we must differentiate our trainings to meet individual needs, just as we do for our students. Presentations are delivered using SEI strategies to model their effectiveness. Specific and ongoing	• SEI Strategies • ILLP Checklists • Meeting Agendas and sign in sheets • Workshop Training • Intervention Logs

professional development on the organization and running of our daily 30 minute math workshop, as stated in our PMP, has allowed our teachers to effectively provide students with review of past material as well as provide an opportunity for teachers and interventionists to work with small groups. All teachers have been trained on the use of Smart Response clickers of which each classroom is fully equipped. Each student has their own individual clicker which allows for 100% engagement and an immediate "check for understanding". Students are instantly corrected when a wrong answer is selected as to avoid the reoccurrence of the mistake. With the introduction of Smart Response clickers, teachers spend more time on teaching and less time on grading. The above mentioned development tools have aided in the increase of student proficiency among our ELL population.	
11. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?	
Our formal professional development occurs on a monthly basis and follows the guidelines of the PMP. The topic of each monthly professional development session is based on the needs of both teacher and student as determined through weekly meetings and observations. It was decided that we must differentiate our trainings to meet individual needs, just as we do for our students. Specific and ongoing professional development on the organization and running of our daily 30 minute reading workshop, has allowed our teachers to effectively provide students with review of past material as well as provide an opportunity for teachers and interventionists to work with small groups. All teachers have been trained on the use of Smart Response clickers of which each classroom is fully equipped. Each student has their own individual clicker which allows for 100% engagement and an immediate "check for understanding". Students are instantly corrected of a wrong answer as to avoid the reoccurrence of the mistake. With the introduction of Smart Response clickers, teachers spend more	• Meeting Agendas and sign in sheets • Workshop Training • Intervention Logs

time on teaching and less time on grading. The above mentioned development tools have aided in the increase of student proficiency among FRL students.	
12. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	
Our formal professional development occurs on a monthly basis and follows the guidelines of the PMP. The topic of each monthly professional development session is based on the needs of both teacher and student as determined through weekly meetings and observations. It was decided that we must differentiate our trainings to meet individual needs, just as we do for our students. Specific and ongoing professional development on the organization and running of our daily 30 minute reading workshop has allowed our teachers to effectively provide students with review of past material as well as provide an opportunity for teachers and interventionists to work with small groups. All teachers have been trained on the use of Smart Response clickers of which each classroom is fully equipped. Each student has their own individual clicker which allows for 100% engagement and an immediate "check for understanding". Students are instantly corrected of a wrong answer as to avoid the reoccurrence of the mistake. With the introduction of Smart Response clickers, teachers spend more time on teaching and less time on grading. The Curriculum Specialist will model for a classroom teacher as a means of professional development. After modeling the Curriculum Specialist will schedule a date to view a lesson to ensure the teacher is presenting the reading material in an effective manner. The above mentioned development tools and strategies have aided in the increase of student proficiency.	• Meeting Agendas and sign in sheets • Workshop Training • Intervention Logs • IEP Meeting logs