Measure 1, Growth, 1a. SGP, Reading

Curriculum

In Summer of 2013 all staff attended a week-long planning session in order to align the curriculum being in taught in every grade level to not only common core standards, but Arizona State Standards. This common planning time allowed teachers to focus on areas that were a difficulty for students based on 2013 AIMS data, and also to ensure rigor and alignment with new expectations in common core standards. Coming out of this planning time, every teacher had a long term plan (also known as a curriculum map and pacing guide), unpacked standards (breaking down standards in to skills and knowledge kids would need) and first unit plan. These were then vetted and commented upon by an Instructional Manager to ensure standards of both common core and Arizona were incorporated sufficiently.

In order to ensure that this curriculum is continuing to meet the needs of students, every unit plan is due to the Instructional Manager two weeks prior to the beginning of the unit. The Instructional Manager and the instructor work together to review the unit, ensuring alignment to Arizona State Standards and Common Core Standards, and all revisions are due one week before the implementation of that unit.

As a part of on-going revisions of the curriculum, content teams meet weekly to review data from internal assessments and revise curriculum as needed to ensure students are on track to academic success.

Instruction

Every unit plan is required to be submitted before instruction begins. This allows school leaders and Instructional Managers to vet content and know that Arizona and Common Core standards are being implemented in the classroom correctly. These units are all reviewed by the instructor and the Instructional Manager, and many times one other senior administrative team member (Assistant Principal or Principal).

Further, every teacher is observed in class, executing their lessons on a bi-weekly (at the least) basis. While formal observations occur twice a year, informal observations to ensure curricular alignment and fidelity are at least twice a month, and very often more regular. Every administrative team member has a walk-through protocol to check for key instructional implementation levers.

In weekly content team meetings, teachers are required to bring their previous weeks formative assessment. These assessments are all Arizona and Common Core Standards aligned and vetted by the Instructional Manager each week before they are administered. In data meetings, teachers look at raw data and devise remediation and re-teaching plans based on the data and the observations from their Instructional Managers. Quarterly, teachers administer internally-created, Arizona and Common Core aligned summative assessments and these are also discussed in data review teams.

Assessment

Phoenix Collegiate Academy begins the year with a diagnostic assessment in basic skills for reading, writing and math that is teacher created and aligned to Arizona and Common Core standards. This assessment is reviewed and approved by Instructional Managers. Further, every student is assessed individually using the BRI assessment to get a baseline reading lexile level. Lastly, Phoenix Collegiate Academy administers the NWEA MAP assessment to each student to determine a baseline proficiency level in reading, math and writing. All of these assessments are used to inform instruction and remediation grouping strategies throughout the year.

Further, as on-going analysis of student data, teachers administer a weekly formative assessment called, "Show What You Know Quiz" (SWYKQ) that is based on that week's instruction and any remediation standards that the teacher and Instructional Manager have determined to be necessary. These assessments are vetted by the Instructional Manager prior to administration to ensure curricular fidelity. These quizzes are analyzed weekly and curriculum and instruction are adjusted based on this data. Unit assessments, which are summative, are given at least every quarter and are also vetted by Instructional Managers to ensure rigor and standards alignment. This data is reviewed in weekly data team meetings and curriculum and remediation planning is conducted based on this data.

Phoenix Collegiate Academy gives a sample AIMS assessment in December of each year as a benchmark assessment to determine areas of weakness in alignment to Arizona Standards. Further, the MAP test is re-administered in December, to show growth in Common Core standards proficiency. In May, the MAP test is administered again to show overall growth in Common Core for the year. AIMS testing data from the April administration is used to show Arizona State Standard mastery.

The performance measures that Phoenix Collegiate Academy expects are: weekly class averages on SWYKQ's above a 70%, that all students will pass unit assessments with a 70% or higher, on the December Sample AIMS that all students will pass each section with a 50% or higher (and then all students will pass AIMS in all three sections in April), and that all students will show at least 1.5X their expected growth based on the NWEA MAP expected growth charts by May.

Professional Development

In the 2013 school year, our data was clear in that our teachers needed more support in implementing both the Arizona State Standards and the Common Core standards. Thus, a number of Professional Development supports were created to ensure teachers had the skills to lead students to academic greatness.

Firstly, over the summer teachers participated in a week-long curriculum planning session. This week was time for teachers to create curricular materials and have that vetted and approved by the Instructional Managers. Next, over the three weeks of regular staff PD before students arrive, more education about how to incorporate Common Core standards into Arizona State Standards was given. Teachers were able to plan for remediation groupings, incorporation of document analysis in Science and History, and unit assessments that are truly rigorous and standards aligned.

Secondly, as the school year began two standing meetings a week to support professional development were established. Every week all content team members meet to review data, review formative assessments, adjust curriculum and plan remediation groups. Also, every week the whole staff meets on Fridays for at least one hour (usually two hours) to engage in meaningful instructional practice development based on observed needs from the administrative team. Examples of these topics are, "Creating Rigorous End of Unit Assessments", or "Disciplinary Literacy in Non-core Content Areas". In this way teachers are learning how to teach their content better, but also have a standing time to ensure they are responding to data and instruction is strong in implementation based on that data.

Thirdly, all teachers are being coached and observed on a bi-weekly basis at a minimum. In many cases, weekly observations are occurring. Every observation has a follow-up meeting to debrief the instruction observed, push the teacher to incorporate best practices or more rigor where needed, and follow-up steps to ensure the teacher and the Instructional Manager are both accountable to student success.

Measure 1, Growth, 1a. SGP, Reading (Data Analysis Page)

The table below shows the SGP in reading from the 2013 AIMS test. It is clear that from this data the students need more support in reading instruction and the above steps are ensuring it.

Grade Level	Reading SGP (FAY)
5	38.3
6	51.1
7	51.1
8	52.2

Measure 1, Growth, 1b. SGP Bottom 25%, Math and Reading

Curriculum

In addition to the improvement plan steps above, for students in the lowest quartile, an additional focus in curriculum and planning has been implemented in the creation of "Reading Flex" and "Math Flex" classes. Teachers created a curriculum aligned to Arizona and Common Core standards for these additional reading and math classes to ensure students who were performing at the bottom quartile would have targeted instruction in the areas of most need. These classes meet Monday-Thursday and are 40 minutes in length. These curriculum plans are vetted by the Instructional Managers before implementation to ensure rigor and curricular fidelity to both Arizona and Common Core standards.

Another curriculum that is being developed, specifically for this target group, is a Saturday Academy curriculum. Saturday Academy is only for targeted students and the curriculum is based on what the data shows students need to fill in basic skills gaps. This curriculum is vetted by the Instructional Managers before implementation to ensure rigor and alignment.

Instruction

The same monitoring of instruction that is mentioned for all students above, is in place for those students in the bottom quartile. Both Reading Flex and Math Flex are monitored by Instructional Managers. Teachers are receiving feedback on lessons, lesson implementation and data is being review in teams weekly.

Assessment

All of the same systems described above exist for monitoring progress of students in the lowest quartile.

As an administrative team, the Principal, Assistant Principal and Instructional Managers do a quarterly step-back and review growth percentages of the bottom quartile of students to ensure their growth is on pace with their peers, if not better. This data analysis is then used to inform conversations with instructors about ensuring students are in the correct remediation groupings, Saturday Academy classes, and flex groups.

Professional Development

All of the same systems described above exist for monitoring progress of students in the lowest quartile.

Measure 1, Growth, 1b. SGP Bottom 25%, Math and Reading (Data Analysis Page)

This below table shows the bottom 25% SGP for both reading and math. These numbers are lower than in previous years at PCA and thus the above interventions and changes are necessary to make forward progress with students.

Grade Level	Reading SGP (FAY Bottom 25%)	Math SGP (FAY Bottom 25%)
5	39.6	53.9
6	44.0	39.8
7	43.7	49.5
8	47.8	45.4

Measure 2, Proficiency, 2a. Percent Passing, Math

Curriculum

In Summer of 2013 all staff attended a week-long planning session in order to align the curriculum being in taught in every grade level to not only common core math standards, but Arizona State Standards for Math. This common planning time allowed teachers to focus on areas that were a difficulty for students based on 2013 AIMS data, and also to ensure rigor and alignment with new expectations in common core standards. Coming out of this planning time, every math teacher had a long term plan (also known as a curriculum map and pacing guide), unpacked math standards (breaking down standards in to skills and knowledge kids would need) and first math unit plan. These were then vetted and commented upon by an Instructional Manager to ensure standards of both common core and Arizona were incorporated sufficiently.

In order to ensure that this math curriculum is continuing to meet the needs of students, every unit plan is due to the Instructional Manager two weeks prior to the beginning of the unit. The Instructional Manager and the instructor work together to review the unit, ensuring alignment to Arizona State Standards and Common Core Standards, and all revisions are due one week before the implementation of that unit.

As a part of on-going revisions of the curriculum, math content teams meet weekly to review data from internal assessments and revise curriculum as needed to ensure students are on track to academic success.

Instruction

Every math unit plan is required to be submitted before instruction begins. This allows school leaders and Instructional Managers to vet content and know that Arizona and Common Core standards are being implemented in the classroom correctly. These units are all reviewed by the instructor and the Instructional Manager, and many times one other senior administrative team member (Assistant Principal or Principal).

Further, every teacher is observed in class, executing their lessons on a bi-weekly (at the least) basis. While formal observations occur twice a year, informal observations to ensure curricular alignment and fidelity are at least twice a month, and very often more regular. Every administrative team member has a walk-through protocol to check for key instructional implementation levers.

In weekly math content team meetings, teachers are required to bring their previous weeks formative assessment. These assessments are all Arizona and Common Core Standards aligned and vetted by the Instructional Manager each week before they are administered. In data meetings, teachers look at raw data and devise remediation and re-teaching plans based on the data and the observations from their Instructional Managers. Quarterly, teachers administer internally-created, Arizona and Common Core aligned summative math assessments and these are also discussed in data review teams.

Assessment

Phoenix Collegiate Academy begins the year with a math basic skills diagnostic assessment math that is teacher created and aligned to Arizona and Common Core standards. This assessment is reviewed and approved by Instructional Managers. Lastly, Phoenix Collegiate Academy administers the NWEA MAP assessment to each student to determine a baseline proficiency level in math on a nationally normed scale. All of these assessments are used to inform instruction and remediation grouping strategies throughout the year.

Further, as on-going analysis of student data, teachers administer a weekly formative assessment called, "Show What You Know Quiz" (SWYKQ) that is based on that week's instruction and any remediation

standards that the teacher and Instructional Manager have determined to be necessary. These assessments are vetted by the Instructional Manager prior to administration to ensure curricular fidelity. These quizzes are analyzed weekly and curriculum and instruction are adjusted based on this data. Unit assessments, which are summative, are given at least every quarter and are also vetted by Instructional Managers to ensure rigor and standards alignment. This data is reviewed in weekly data team meetings and curriculum and remediation planning is conducted based on this data.

Phoenix Collegiate Academy gives a sample AIMS assessment in December of each year as a benchmark assessment to determine areas of weakness in alignment to Arizona Standards. Further, the MAP test is re-administered in December, to show growth in math Common Core standards proficiency. In May, the MAP test is administered again to show overall math growth in Common Core for the year. AIMS testing data from the April administration is used to show Arizona State Standard mastery.

The performance measures that Phoenix Collegiate Academy expects are: weekly class averages on SWYKQ's above a 70%, that all students will pass unit assessments with a 70% or higher, on the December Sample AIMS that all students will pass each section with a 50% or higher (and then all students will pass AIMS in all three sections in April), and that all students will show at least 1.5X their expected growth based on the NWEA MAP expected growth charts by May.

Professional Development

In the 2013 school year, our data was clear in that our teachers needed more support in implementing both the Arizona State Standards and the Common Core standards due to the fact that we were behind the state average as a whole (51/61.9). Thus, a number of Professional Development supports were created to ensure teachers had the skills to lead students to academic greatness.

Firstly, over the summer teachers participated in a week-long curriculum planning session. This week was time for teachers to create curricular materials and have that vetted and approved by the Instructional Managers. Next, over the three weeks of regular staff PD before students arrive, more education about how to incorporate Common Core standards into Arizona State Standards was given. Teachers were able to plan for remediation groupings and create unit assessments that are truly rigorous and standards aligned.

Secondly, as the school year began two standing meetings a week to support professional development were established. Every week all content team members meet to review data, review formative assessments, adjust curriculum and plan remediation groups. Also, every week the whole staff meets on Fridays for at least one hour (usually two hours) to engage in meaningful instructional practice development based on observed needs from the administrative team. In this way teachers are learning how to teach their content better, but also have a standing time to ensure they are responding to data and instruction is strong in implementation based on that data.

Thirdly, all teachers are being coached and observed on a bi-weekly basis at a minimum. In many cases, weekly observations are occurring. Every observation has a follow-up meeting to debrief the instruction observed, push the teacher to incorporate best practices or more rigor where needed, and follow-up steps to ensure the teacher and the Instructional Manager are both accountable to student success.

Measure 2, Proficiency, 2a. Percent Passing, Math (Data Analysis Page)

These are our raw numbers of students passing in Math. Except for 8th grade math, none of these numbers are meeting the targets reached in prior years at PCA, nor the state averages for 2103. The above interventions and improvements are necessary to improve these numbers.

Grade Level	Percent Passing Math
5	35%
6	44%
7	58%
8	59%

Measure 2, Proficiency, 2a. Percent Passing, Reading

Curriculum

In Summer of 2013 all staff attended a week-long planning session in order to align the curriculum being in taught in every grade level to not only common core math standards, but Arizona State Standards for Reading. This common planning time allowed teachers to focus on areas that were a difficulty for students based on 2013 AIMS data, and also to ensure rigor and alignment with new expectations in common core standards. Coming out of this planning time, every ELA teacher had a long term plan (also known as a curriculum map and pacing guide), unpacked ELA standards (breaking down standards in to skills and knowledge kids would need) and first ELA unit plan. These were then vetted and commented upon by an Instructional Manager to ensure standards of both common core and Arizona were incorporated sufficiently.

In order to ensure that this ELA curriculum is continuing to meet the needs of students, every unit plan is due to the Instructional Manager two weeks prior to the beginning of the unit. The Instructional Manager and the instructor work together to review the unit, ensuring alignment to Arizona State Standards and Common Core Standards, and all revisions are due one week before the implementation of that unit.

As a part of on-going revisions of the curriculum, ELA content teams meet weekly to review data from internal assessments and revise curriculum as needed to ensure students are on track to academic success.

Instruction

Every ELA unit plan is required to be submitted before instruction begins. This allows school leaders and Instructional Managers to vet content and know that Arizona and Common Core standards are being implemented in the classroom correctly. These units are all reviewed by the instructor and the Instructional Manager.

Every teacher is observed in class, executing their lessons on a bi-weekly (at the least) basis. While formal observations occur twice a year, informal observations to ensure curricular alignment and fidelity are at least twice a month, and very often more regular. Every administrative team member has a protocol to check for key instructional implementation levers.

In weekly ELA content team meetings, teachers are required to bring their previous weeks formative assessment. These assessments are standards aligned and vetted by the Instructional Manager each week before they are administered. In data meetings, teachers look at raw data and devise remediation and re-teaching plans based on the data and the observations from their Instructional Managers. Quarterly, teachers administer internally-created, Arizona and Common Core aligned summative ELA assessments and these are also discussed in data review teams.

In order to address reading gaps, PCA also as a school has implemented more independent reading time (30 minutes a day). ELA teachers meet with students to conference on the books they are reading and to determine if students are achieving. This is monitored and vetted by the Instructional Manager as well.

Assessment

Phoenix Collegiate Academy begins the year with a reading and writing diagnostic assessment that is teacher created and aligned to Arizona and Common Core standards. This assessment is reviewed and approved by Instructional Managers. Every student was individually assessed using the BRI test to determine lexile reading levels for all students at the beginning of the year (to ensure they are reading books that are

challenging, but not too hard.) Lastly, Phoenix Collegiate Academy administers the NWEA MAP assessment to each student to determine a baseline proficiency level in reading and language on a nationally normed scale. All of these assessments are used to inform instruction and remediation grouping strategies throughout the year.

Further, as on-going analysis of student data, teachers administer a weekly formative assessment called, "Show What You Know Quiz" (SWYKQ) that is based on that week's instruction and any remediation standards that the teacher and Instructional Manager have determined to be necessary. These assessments are vetted by the Instructional Manager prior to administration to ensure curricular fidelity. These quizzes are analyzed weekly and curriculum and instruction are adjusted based on this data. Unit assessments, which are summative, are given at least every quarter and are also vetted by Instructional Managers to ensure rigor and standards alignment. This data is reviewed in weekly data team meetings and curriculum and remediation planning is conducted based on this data.

Phoenix Collegiate Academy gives a sample AIMS assessment in December of each year as a benchmark assessment to determine areas of weakness in alignment to Arizona Standards. Further, the MAP test is re-administered in December, to show growth in reading and language Common Core standards proficiency. In May, the MAP test is administered again to show overall reading and language growth in Common Core for the year. AIMS testing data from the April administration is used to show Arizona State Standard mastery.

The performance measures that Phoenix Collegiate Academy expects are: weekly class averages on SWYKQ's above a 70%, that all students will pass unit assessments with a 70% or higher, on the December Sample AIMS that all students will pass each section with a 50% or higher (and then all students will pass AIMS in all three sections in April), and that all students will show at least 1.5X their expected growth based on the NWEA MAP expected growth charts by May.

Professional Development

In the 2013 school year, our data showed that our teachers needed more support in implementing both the Arizona State Standards and the Common Core standards due to the fact that we were behind the state average as a whole (64/78.5).

Firstly, over the summer teachers participated in a week-long curriculum planning session. This week was time for teachers to create curricular materials and have that vetted and approved by the Instructional Managers. Next, over the three weeks of regular staff PD before students arrive, more education about how to incorporate Common Core standards into Arizona State Standards was given. Teachers were able to plan for remediation groupings and create unit assessments that are truly rigorous and standards aligned.

Secondly, as the school year began two standing meetings a week to support professional development were established. Every week all content team members meet to review data, review formative assessments, adjust curriculum and plan remediation groups. Also, every week the whole staff meets on Fridays for at least one hour (usually two hours) to engage in meaningful instructional practice development based on observed needs from the administrative team.

Thirdly, all teachers are being coached and observed on a bi-weekly basis at a minimum. In many cases, weekly observations are occurring. Every observation has a follow-up meeting to debrief the instruction observed, push the teacher to incorporate best practices or more rigor where needed, and follow-up steps to ensure the teacher and the Instructional Manager are both accountable to student success.

Measure 2, Proficiency, 2a. Percent Passing, Reading (Data Analysis Page)

These are the passing rates for the students at PCA, and while higher than math passing rates, none are beating the state average and in many cases lower than in prior years. We need to make improvements like the above to move these percentages up.

Grade Level	Percent Passing Reading
5	58%
6	62%
7	75%
8	59%

Measure 2, Proficiency, 2b. Composite School Comparison, Math

Curriculum
In Summer of 2013 all staff attended a week-long planning session in order to align the curriculum being in taught in every grade level to not only common core math standards, but Arizona State Standards for Math. This common planning time allowed teachers to focus on areas that were a difficulty for students based on 2013 AIMS data, and also to ensure rigor and alignment with new expectations in common core standards. Coming out of this planning time, every math teacher had a long term plan (also known as a curriculum map and pacing guide), unpacked math standards (breaking down standards in to skills and knowledge kids would need) and first math unit plan. These were then vetted and commented upon by an Instructional Manager to ensure standards of both common core and Arizona were incorporated sufficiently.

In order to ensure that this math curriculum is continuing to meet the needs of students, every unit plan is due to the Instructional Manager two weeks prior to the beginning of the unit. The Instructional Manager and the instructor work together to review the unit, ensuring alignment to Arizona State Standards and Common Core Standards, and all revisions are due one week before the implementation of that unit.

As a part of on-going revisions of the curriculum, math content teams meet weekly to review data from internal assessments and revise curriculum as needed to ensure students are on track to academic success.

Instruction
Every math unit plan is required to be submitted before instruction begins. This allows school leaders and Instructional Managers to vet content and know that Arizona and Common Core standards are being implemented in the classroom correctly. These units are all reviewed by the instructor and the Instructional Manager, and many times one other senior administrative team member (Assistant Principal or Principal).

Further, every teacher is observed in class, executing their lessons on a bi-weekly (at the least) basis. While formal observations occur twice a year, informal observations to ensure curricular alignment and fidelity are at least twice a month, and very often more regular. Every administrative team member has a walk-through protocol to check for key instructional implementation levers.

In weekly math content team meetings, teachers are required to bring their previous weeks formative assessment. These assessments are all Arizona and Common Core Standards aligned and vetted by the Instructional Manager each week before they are administered. In data meetings, teachers look at raw data and devise remediation and re-teaching plans based on the data and the observations from their Instructional Managers. Quarterly, teachers administer internally-created, Arizona and Common Core aligned summative math assessments and these are also discussed in data review teams.

Assessment
Phoenix Collegiate Academy begins the year with a math basic skills diagnostic assessment math that is teacher created and aligned to Arizona and Common Core standards. This assessment is reviewed and approved by Instructional Managers. Lastly, Phoenix Collegiate Academy administers the NWEA MAP assessment to each student to determine a baseline proficiency level in math on a nationally normed scale. All of these assessments are used to inform instruction and remediation grouping strategies throughout the year.

Further, as on-going analysis of student data, teachers administer a weekly formative assessment called, "Show What You Know Quiz" (SWYKQ) that is based on that week's instruction and any remediation

standards that the teacher and Instructional Manager have determined to be necessary. These assessments are vetted by the Instructional Manager prior to administration to ensure curricular fidelity. These quizzes are analyzed weekly and curriculum and instruction are adjusted based on this data. Unit assessments, which are summative, are given at least every quarter and are also vetted by Instructional Managers to ensure rigor and standards alignment. This data is reviewed in weekly data team meetings and curriculum and remediation planning is conducted based on this data.

Phoenix Collegiate Academy gives a sample AIMS assessment in December of each year as a benchmark assessment to determine areas of weakness in alignment to Arizona Standards. Further, the MAP test is re-administered in December, to show growth in math Common Core standards proficiency. In May, the MAP test is administered again to show overall math growth in Common Core for the year. AIMS testing data from the April administration is used to show Arizona State Standard mastery.

The performance measures that Phoenix Collegiate Academy expects are: weekly class averages on SWYKQ's above a 70%, that all students will pass unit assessments with a 70% or higher, on the December Sample AIMS that all students will pass each section with a 50% or higher (and then all students will pass AIMS in all three sections in April), and that all students will show at least 1.5X their expected growth based on the NWEA MAP expected growth charts by May.

Professional Development

Firstly, over the summer teachers participated in a week-long curriculum planning session. This week was time for teachers to create curricular materials and have that vetted and approved by the Instructional Managers. Next, over the three weeks of regular staff PD before students arrive, more education about how to incorporate Common Core standards into Arizona State Standards was given. Teachers were able to plan for remediation groupings and create unit assessments that are truly rigorous and standards aligned.

Secondly, as the school year began two standing meetings a week to support professional development were established. Every week all content team members meet to review data, review formative assessments, adjust curriculum and plan remediation groups. Also, every week the whole staff meets on Fridays for at least one hour (usually two hours) to engage in meaningful instructional practice development based on observed needs from the administrative team. In this way teachers are learning how to teach their content better, but also have a standing time to ensure they are responding to data and instruction is strong in implementation based on that data.

Thirdly, all teachers are being coached and observed on a bi-weekly basis at a minimum. In many cases, weekly observations are occurring. Every observation has a follow-up meeting to debrief the instruction observed, push the teacher to incorporate best practices or more rigor where needed, and follow-up steps to ensure the teacher and the Instructional Manager are both accountable to student success.

Overall Analysis

In this category, Phoenix Collegiate Academy was -4.9 points away from the composite school norm of zero. Since the intervals are calculated in 15 pt. increments, this is an area that as a school we are close to meeting in and with the implementation of the above procedures with fidelity we will ensure that this is met if not exceeded next year.

Measure 2, Proficiency, 2b. Composite School Comparison, Math (Data Analysis Page)

These are our raw numbers of students passing in Math. Except for 8th grade math, none of these numbers are meeting the targets reached in prior years at PCA, nor the state averages for 2103. The above interventions and improvements are necessary to improve these numbers.

Grade Level	Percent Passing Math
5	35%
6	44%
7	58%
8	59%

Measure 2, Proficiency, 2b. Composite School Comparison, Reading

Curriculum

In Summer of 2013 all staff attended a week-long planning session in order to align the curriculum being in taught in every grade level to not only common core math standards, but Arizona State Standards for Reading. This common planning time allowed teachers to focus on areas that were a difficulty for students based on 2013 AIMS data, and also to ensure rigor and alignment with new expectations in common core standards. Coming out of this planning time, every ELA teacher had a long term plan (also known as a curriculum map and pacing guide), unpacked ELA standards (breaking down standards in to skills and knowledge kids would need) and first ELA unit plan. These were then vetted and commented upon by an Instructional Manager to ensure standards of both common core and Arizona were incorporated sufficiently.

In order to ensure that this ELA curriculum is continuing to meet the needs of students, every unit plan is due to the Instructional Manager two weeks prior to the beginning of the unit. The Instructional Manager and the instructor work together to review the unit, ensuring alignment to Arizona State Standards and Common Core Standards, and all revisions are due one week before the implementation of that unit.

As a part of on-going revisions of the curriculum, ELA content teams meet weekly to review data from internal assessments and revise curriculum as needed to ensure students are on track to academic success.

Instruction

Every ELA unit plan is required to be submitted before instruction begins. This allows school leaders and Instructional Managers to vet content and know that Arizona and Common Core standards are being implemented in the classroom correctly. These units are all reviewed by the instructor and the Instructional Manager.

Every teacher is observed in class, executing their lessons on a bi-weekly (at the least) basis. While formal observations occur twice a year, informal observations to ensure curricular alignment and fidelity are at least twice a month, and very often more regular. Every administrative team member has a protocol to check for key instructional implementation levers.

In weekly ELA content team meetings, teachers are required to bring their previous weeks formative assessment. These assessments are standards aligned and vetted by the Instructional Manager each week before they are administered. In data meetings, teachers look at raw data and devise remediation and re-teaching plans based on the data and the observations from their Instructional Managers. Quarterly, teachers administer internally-created, Arizona and Common Core aligned summative ELA assessments and these are also discussed in data review teams.

In order to address reading gaps, PCA also as a school has implemented more independent reading time (30 minutes a day). ELA teachers meet with students to conference on the books they are reading and to determine if students are achieving. This is monitored and vetted by the Instructional Manager as well.

Assessment

Phoenix Collegiate Academy begins the year with a reading and writing diagnostic assessment that is teacher created and aligned to Arizona and Common Core standards. This assessment is reviewed and approved by Instructional Managers. Every student was individually assessed using the BRI test to determine lexile reading levels for all students at the beginning of the year (to ensure they are reading books that are

challenging, but not too hard.) Lastly, Phoenix Collegiate Academy administers the NWEA MAP assessment to each student to determine a baseline proficiency level in reading and language on a nationally normed scale. All of these assessments are used to inform instruction and remediation grouping strategies throughout the year.

Further, as on-going analysis of student data, teachers administer a weekly formative assessment called, "Show What You Know Quiz" (SWYKQ) that is based on that week's instruction and any remediation standards that the teacher and Instructional Manager have determined to be necessary. These assessments are vetted by the Instructional Manager prior to administration to ensure curricular fidelity. These quizzes are analyzed weekly and curriculum and instruction are adjusted based on this data. Unit assessments, which are summative, are given at least every quarter and are also vetted by Instructional Managers to ensure rigor and standards alignment. This data is reviewed in weekly data team meetings and curriculum and remediation planning is conducted based on this data.

Phoenix Collegiate Academy gives a sample AIMS assessment in December of each year as a benchmark assessment to determine areas of weakness in alignment to Arizona Standards. Further, the MAP test is re-administered in December, to show growth in reading and language Common Core standards proficiency. In May, the MAP test is administered again to show overall reading and language growth in Common Core for the year. AIMS testing data from the April administration is used to show Arizona State Standard mastery.

The performance measures that Phoenix Collegiate Academy expects are: weekly class averages on SWYKQ's above a 70%, that all students will pass unit assessments with a 70% or higher, on the December Sample AIMS that all students will pass each section with a 50% or higher (and then all students will pass AIMS in all three sections in April), and that all students will show at least 1.5X their expected growth based on the NWEA MAP expected growth charts by May.

Professional Development

In the 2013 school year, our data showed that our teachers needed more support in implementing both the Arizona State Standards and the Common Core standards due to the fact that we were behind the composite school level by -9.6. Since the increments are in 15 pt. intervals, the PD we put in place should close this gap.

Firstly, over the summer teachers participated in a week-long curriculum planning session. This week was time for teachers to create curricular materials and have that vetted and approved by the Instructional Managers. Next, over the three weeks of regular staff PD before students arrive, more education about how to incorporate Common Core standards into Arizona State Standards was given. Teachers were able to plan for remediation groupings and create unit assessments that are truly rigorous and standards aligned.

Secondly, as the school year began two standing meetings a week to support professional development were established. Every week all content team members meet to review data, review formative assessments, adjust curriculum and plan remediation groups. Also, every week the whole staff meets on Fridays for at least one hour (usually two hours) to engage in meaningful instructional practice development based on observed needs from the administrative team.

Thirdly, all teachers are being coached and observed on a bi-weekly basis at a minimum. In many cases, weekly observations are occurring. Every observation has a follow-up meeting to debrief the instruction observed, push the teacher to incorporate best practices or more rigor where needed, and follow-up steps to ensure the teacher and the Instructional Manager are both accountable to student success.

Measure 2, Proficiency, 2b. Composite School Comparison, Reading (Data Analysis Page)

These are the passing rates for the students at PCA, and while higher than math passing rates, none are beating the state average and in many cases lower than in prior years. We need to make improvements like the above to move these percentages up.

Grade Level	Percent Passing Reading
5	58%
6	62%
7	75%
8	59%

Measure 2, Proficiency, 2c. Subgroup ELL, Math

Curriculum

In Summer of 2013 all staff attended a week-long planning session in order to align the curriculum being in taught in every grade level to not only common core math standards, but Arizona State Standards for Math. This common planning time allowed teachers to focus on areas that were a difficulty for ELL students based on 2013 AIMS data, and also to ensure rigor and alignment with new expectations in common core standards. Coming out of this planning time, every math teacher had a long term plan (also known as a curriculum map and pacing guide), unpacked math standards (breaking down standards in to skills and knowledge kids would need) and first math unit plan. These were then vetted and commented upon by an Instructional Manager. Further to meet the needs of ELL learners, a focus on disciplinary literacy and using vocabulary development strategies was included in long term plans.

In order to ensure that this math curriculum is continuing to meet the needs of ELL students, every unit plan is due to the Instructional Manager two weeks prior to the beginning of the unit. The Instructional Manager and the instructor work together to review the unit, ensuring alignment to Arizona State Standards and Common Core Standards and ELL needs, and all revisions are due one week before the implementation of that unit.

As a part of on-going revisions of the curriculum, math content teams meet weekly to review data from internal assessments and revise curriculum as needed to ensure all students (including ELL) are on track to academic success.

Instruction

Every math unit plan is required to be submitted before instruction begins. This allows school leaders and Instructional Managers to vet content and know that Arizona and Common Core standards are being implemented in the classroom correctly. There is a section on Unit Plans that teachers have to complete that makes teachers address how they will support ELL students. These units are all reviewed by the instructor and the Instructional Manager.

Further, every teacher is observed in class, executing their lessons on a bi-weekly (at the least) basis. Every administrative team member has a walk-through protocol to check for key instructional implementation levers and to ensure ELL students are learning as well as their peers.

In weekly math content team meetings, teachers are required to bring their previous weeks formative assessment. These assessments are all Arizona and Common Core Standards aligned and vetted by the Instructional Manager each week before they are administered. In data meetings, teachers look at raw data and devise remediation and re-teaching plans based on the data and the observations from their Instructional Managers. Quarterly, teachers administer internally-created, Arizona and Common Core aligned summative math assessments and these are also discussed in data review teams.

Assessment

Phoenix Collegiate Academy begins the year with a math basic skills diagnostic assessment math that is teacher created and aligned to Arizona and Common Core standards. This assessment is reviewed and approved by Instructional Managers. Lastly, Phoenix Collegiate Academy administers the NWEA MAP assessment to each student to determine a baseline proficiency level in math on a nationally normed scale. All of these assessments are used to inform instruction and remediation grouping strategies throughout the year.

Further, as on-going analysis of student data, teachers administer a weekly formative assessment called, "Show What You Know Quiz" (SWYKQ) that is based on that week's instruction and any remediation standards that the teacher and Instructional Manager have determined to be necessary. These assessments are vetted by the Instructional Manager prior to administration to ensure curricular fidelity. These quizzes are analyzed weekly and curriculum and instruction are adjusted based on this data. Unit assessments, which are summative, are given at least every quarter and are also vetted by Instructional Managers to ensure rigor and standards alignment. This data is reviewed in weekly data team meetings and curriculum and remediation planning is conducted based on this data. ELL students are analyzed as a separate group when needed.

Phoenix Collegiate Academy gives a sample AIMS assessment in December of each year as a benchmark assessment to determine areas of weakness in alignment to Arizona Standards. Further, the MAP test is re-administered in December, to show growth in math Common Core standards proficiency. In May, the MAP test is administered again to show overall math growth in Common Core for the year. AIMS testing data from the April administration is used to show Arizona State Standard mastery.

The performance measures that Phoenix Collegiate Academy expects are: weekly class averages on SWYKQ's above a 70%, that all students will pass unit assessments with a 70% or higher, on the December Sample AIMS that all students will pass each section with a 50% or higher (and then all students will pass AIMS in all three sections in April), and that all students will show at least 1.5X their expected growth based on the NWEA MAP expected growth charts by May.

Professional Development

Firstly, over the summer teachers participated in a week-long curriculum planning session. This week was time for teachers to create curricular materials and have that vetted and approved by the Instructional Managers. Next, over the three weeks of regular staff PD before students arrive, more education about how to support ELL students was given. Teachers were able to plan for remediation groupings and create unit assessments that addressed the needs of ELL students.

Secondly, as the school year began two standing meetings a week to support professional development were established. Every week all content team members meet to review data, review formative assessments, adjust curriculum and plan remediation groups. Also, every week the whole staff meets on Fridays for at least one hour (usually two hours) to engage in meaningful instructional practice development based on observed needs from the administrative team. Intentionally, one PD afternoon a quarter is on an ELL topic.

Thirdly, all teachers are being coached and observed on a bi-weekly basis at a minimum. In many cases, weekly observations are occurring. Every observation has a follow-up meeting to debrief the instruction observed, push the teacher to incorporate best practices or more rigor for ELL students where needed, and follow-up steps to ensure the teacher and the Instructional Manager are both accountable to student success.

Measure 2, Proficiency, 2c. Subgroup ELL, Math (Data Analysis Page)

	AIMS Performance Category Breakdown for ELL, Math			
Grade Level	**FFB**	**A**	**M**	**E**
5	33.3%	33.3%	33.3%	0.0%
6	30.0%	40.0%	10.0%	20.0%
7	20.0%	20.0%	10.0%	50.0%
8	28.6%	28.6%	28.6%	14.3%

As you can see above, ELL students were mostly falling in the FFB and APP categories and thus this is an area where more support is needed. Our narrative is supported by this data.

Measure 2, Proficiency, 2c. Subgroup ELL, Reading

Curriculum
In Summer of 2013 all staff attended a week-long planning session in order to align the curriculum being in taught in every grade level to not only common core math standards, but Arizona State Standards for Reading. This common planning time allowed teachers to focus on areas that were a difficulty for ELL students based on 2013 AIMS data, and also to ensure rigor and alignment with new expectations in common core standards. Coming out of this planning time, every ELA teacher had a long term plan (also known as a curriculum map and pacing guide), unpacked ELA standards (breaking down standards in to skills and knowledge kids would need) and first ELA unit plan. These were then vetted and commented upon by an Instructional Manager. Further, to meet the needs of ELL learners, a focus on disciplinary literacy and using vocabulary development strategies was included in long term plans. Also, 30 minutes a day of independent reading time was established for all students, with teachers planning small group pull out opportunities for ELL students.

In order to ensure that ELA curriculum is continuing to meet the needs of ELL students, every unit plan is due to the Instructional Manager two weeks prior to the beginning of the unit. The Instructional Manager and the instructor work together to review the unit, ensuring alignment to Arizona State Standards and Common Core Standards and ELL needs, and all revisions are due one week before the implementation of that unit.

As a part of on-going revisions of the curriculum, ELA content teams meet weekly to review data from internal assessments and revise curriculum as needed to ensure all students (including ELL) are on track to academic success.

Instruction
Every ELA unit plan is required to be submitted before instruction begins. This allows school leaders and Instructional Managers to vet content and know that Arizona and Common Core standards are being implemented in the classroom correctly. There is a section on Unit Plans that teachers have to complete that makes teachers address how they will support ELL students. These units are all reviewed by the instructor and the Instructional Manager.

Further, every teacher is observed in class, executing their lessons on a bi-weekly (at the least) basis. Every administrative team member has a walk-through protocol to check for key instructional implementation levers and to ensure ELL students are learning as well as their peers.

In weekly ELA content team meetings, teachers are required to bring their previous weeks formative assessment. These assessments are all Arizona and Common Core Standards aligned and vetted by the Instructional Manager each week before they are administered. In data meetings, teachers look at raw data and devise remediation and re-teaching plans based on the data and the observations from their Instructional Managers. Quarterly, teachers administer internally-created, Arizona and Common Core aligned summative math assessments and these are also discussed in data review teams.

Assessment
Phoenix Collegiate Academy begins the year with a reading and writing basic skills diagnostic assessment

math that is teacher created and aligned to Arizona and Common Core standards. This assessment is reviewed and approved by Instructional Managers. Every student is given a BRI test to determine their lexile reading level, and the AZELLA test is administered to ensure teachers know areas of strength and weaknesses. Lastly, Phoenix Collegiate Academy administers the NWEA MAP assessment to each student to determine a baseline proficiency level in math on a nationally normed scale. All of these assessments are used to inform instruction and remediation grouping strategies throughout the year.

Further, as on-going analysis of student data, teachers administer a weekly formative assessment called, "Show What You Know Quiz" (SWYKQ) that is based on that week's instruction and any remediation standards that the teacher and Instructional Manager have determined to be necessary. These assessments are vetted by the Instructional Manager prior to administration to ensure curricular fidelity. These quizzes are analyzed weekly and curriculum and instruction are adjusted based on this data. Unit assessments, which are summative, are given at least every quarter and are also vetted by Instructional Managers to ensure rigor and standards alignment. This data is reviewed in weekly data team meetings and curriculum and remediation planning is conducted based on this data. ELL students are analyzed as a separate group when needed.

Phoenix Collegiate Academy gives a sample AIMS assessment in December of each year as a benchmark assessment to determine areas of weakness in alignment to Arizona Standards. Further, the MAP test is re-administered in December, to show growth in math Common Core standards proficiency. In May, the MAP test is administered again to show overall math growth in Common Core for the year. AIMS testing data from the April administration is used to show Arizona State Standard mastery.

The performance measures that Phoenix Collegiate Academy expects are: weekly class averages on SWYKQ's above a 70%, that all students will pass unit assessments with a 70% or higher, on the December Sample AIMS that all students will pass each section with a 50% or higher (and then all students will pass AIMS in all three sections in April), and that all students will show at least 1.5X their expected growth based on the NWEA MAP expected growth charts by May.

Professional Development

Firstly, over the summer teachers participated in a week-long curriculum planning session. This week was time for teachers to create curricular materials and have that vetted and approved by the Instructional Managers. Next, over the three weeks of regular staff PD before students arrive, more education about how to support ELL students was given. Teachers were able to plan for remediation groupings and create unit assessments that addressed the needs of ELL students.

Secondly, as the school year began two standing meetings a week to support professional development were established. Every week all content team members meet to review data, review formative assessments, adjust curriculum and plan remediation groups. Also, every week the whole staff meets on Fridays for at least one hour (usually two hours) to engage in meaningful instructional practice development based on observed needs from the administrative team. Intentionally, one PD afternoon a quarter is on an ELL topic.

Thirdly, all teachers are being coached and observed on a bi-weekly basis at a minimum. In many cases, weekly observations are occurring. Every observation has a follow-up meeting to debrief the instruction observed, push the teacher to incorporate best practices or more rigor for ELL students where needed, and follow-up steps to ensure the teacher and the Instructional Manager are both accountable to student success.

Measure 2, Proficiency, 2c. Subgroup ELL, Reading (Data Analysis Page)

	AIMS Performance Category Breakdown for ELL, Reading			
Grade Level	**FFB**	**A**	**M**	**E**
5	0.0%	50.0%	50.0%	0.0%
6	10.0%	30.0%	50.0%	10.0%
7	10.0%	10.0%	70.0%	10.0%
8	14.3%	57.1%	28.6%	0.0%

While not as stark as the data for Math, ELL students are still falling into the FFB and APP categories in large percentages (50% in 5th grade, 40% in 5th, 70% in 8th grade) and thus the narrative and interventions above are necessary to remediate this.

Measure 2, Proficiency, 2c. Subgroup FRL, Reading

95% of the students who attend PCA are FRL. The improvement plan we are implementing for overall student growth is the same as for our FRL, as they are the same group of students.

Curriculum

In Summer of 2013 all staff attended a week-long planning session in order to align the curriculum being in taught in every grade level to not only common core math standards, but Arizona State Standards for Reading. This common planning time allowed teachers to focus on areas that were a difficulty for students based on 2013 AIMS data, and also to ensure rigor and alignment with new expectations in common core standards. Coming out of this planning time, every ELA teacher had a long term plan (also known as a curriculum map and pacing guide), unpacked ELA standards (breaking down standards in to skills and knowledge kids would need) and first ELA unit plan. These were then vetted and commented upon by an Instructional Manager to ensure standards of both common core and Arizona were incorporated sufficiently.

In order to ensure that this ELA curriculum is continuing to meet the needs of students, every unit plan is due to the Instructional Manager two weeks prior to the beginning of the unit. The Instructional Manager and the instructor work together to review the unit, ensuring alignment to Arizona State Standards and Common Core Standards, and all revisions are due one week before the implementation of that unit.

As a part of on-going revisions of the curriculum, ELA content teams meet weekly to review data from internal assessments and revise curriculum as needed to ensure students are on track to academic success.

Instruction

Every ELA unit plan is required to be submitted before instruction begins. This allows school leaders and Instructional Managers to vet content and know that Arizona and Common Core standards are being implemented in the classroom correctly. These units are all reviewed by the instructor and the Instructional Manager.

Every teacher is observed in class, executing their lessons on a bi-weekly (at the least) basis. While formal observations occur twice a year, informal observations to ensure curricular alignment and fidelity are at least twice a month, and very often more regular. Every administrative team member has a protocol to check for key instructional implementation levers.

In weekly ELA content team meetings, teachers are required to bring their previous weeks formative assessment. These assessments are standards aligned and vetted by the Instructional Manager each week before they are administered. In data meetings, teachers look at raw data and devise remediation and re-teaching plans based on the data and the observations from their Instructional Managers. Quarterly, teachers administer internally-created, Arizona and Common Core aligned summative ELA assessments and these are also discussed in data review teams.

In order to address reading gaps, PCA also as a school has implemented more independent reading time (30 minutes a day). ELA teachers meet with students to conference on the books they are reading and to determine if students are achieving. This is monitored and vetted by the Instructional Manager as well.

Assessment

Phoenix Collegiate Academy begins the year with a reading and writing diagnostic assessment that is teacher created and aligned to Arizona and Common Core standards. This assessment is reviewed and approved by

Instructional Managers. Every student was individually assessed using the BRI test to determine lexile reading levels for all students at the beginning of the year (to ensure they are reading books that are challenging, but not too hard.) Lastly, Phoenix Collegiate Academy administers the NWEA MAP assessment to each student to determine a baseline proficiency level in reading and language on a nationally normed scale. All of these assessments are used to inform instruction and remediation grouping strategies throughout the year.

Further, as on-going analysis of student data, teachers administer a weekly formative assessment called, "Show What You Know Quiz" (SWYKQ) that is based on that week's instruction and any remediation standards that the teacher and Instructional Manager have determined to be necessary. These assessments are vetted by the Instructional Manager prior to administration to ensure curricular fidelity. These quizzes are analyzed weekly and curriculum and instruction are adjusted based on this data. Unit assessments, which are summative, are given at least every quarter and are also vetted by Instructional Managers to ensure rigor and standards alignment. This data is reviewed in weekly data team meetings and curriculum and remediation planning is conducted based on this data.

Phoenix Collegiate Academy gives a sample AIMS assessment in December of each year as a benchmark assessment to determine areas of weakness in alignment to Arizona Standards. Further, the MAP test is re-administered in December, to show growth in reading and language Common Core standards proficiency. In May, the MAP test is administered again to show overall reading and language growth in Common Core for the year. AIMS testing data from the April administration is used to show Arizona State Standard mastery.

The performance measures that Phoenix Collegiate Academy expects are: weekly class averages on SWYKQ's above a 70%, that all students will pass unit assessments with a 70% or higher, on the December Sample AIMS that all students will pass each section with a 50% or higher (and then all students will pass AIMS in all three sections in April), and that all students will show at least 1.5X their expected growth based on the NWEA MAP expected growth charts by May.

Professional Development

In the 2013 school year, our data showed that our teachers needed more support in implementing both the Arizona State Standards and the Common Core standards due to the fact that we were behind the state average as a whole (64/78.5).

Firstly, over the summer teachers participated in a week-long curriculum planning session. This week was time for teachers to create curricular materials and have that vetted and approved by the Instructional Managers. Next, over the three weeks of regular staff PD before students arrive, more education about how to incorporate Common Core standards into Arizona State Standards was given. Teachers were able to plan for remediation groupings and create unit assessments that are truly rigorous and standards aligned.

Secondly, as the school year began two standing meetings a week to support professional development were established. Every week all content team members meet to review data, review formative assessments, adjust curriculum and plan remediation groups. Also, every week the whole staff meets on Fridays for at least one hour (usually two hours) to engage in meaningful instructional practice development based on observed needs from the administrative team.

Thirdly, all teachers are being coached and observed on a bi-weekly basis at a minimum. In many cases, weekly observations are occurring.

Measure 2, Proficiency, 2c. Subgroup FRL, Reading (Data Analysis Page)

95% of the students who attend PCA are FRL. The improvement plan we are implementing for overall student growth is the same as for our FRL, as they are the same group of students.

Grade Level	Percent Passing Reading
5	58%
6	62%
7	75%
8	59%

Measure 2, Proficiency, 2c. Subgroup SPED, Math

Curriculum

In Summer of 2013 all staff attended a week-long planning session in order to align the curriculum being in taught in every grade level to not only common core math standards, but Arizona State Standards for Math. This common planning time allowed teachers and Special Education teachers together to focus on areas that were a difficulty for students based on 2013 AIMS data, and also to ensure rigor and alignment with new expectations in common core standards. Coming out of this planning time, every math teacher had a long term plan (also known as a curriculum map and pacing guide), unpacked math standards (breaking down standards in to skills and knowledge kids would need) and first math unit plan. These were then vetted and commented upon by an Instructional Manager to ensure standards of both common core and Arizona were incorporated sufficiently. Sped teachers also vetted plans and developed alternate assignments as needed.

In order to ensure that this math curriculum is continuing to meet the needs of students, every unit plan is due to the Instructional Manager and Sped teacher two weeks prior to the beginning of the unit. The Instructional Manager, instructor and Sped teacher work together to review the unit, ensuring alignment to Standards and student IEP goals, and all revisions are due one week before the implementation of that unit.

As a part of on-going revisions of the curriculum, math content teams meet weekly to review data from internal assessments and revise curriculum as needed to ensure students are on track to academic success.

Instruction

Every math unit plan is required to be submitted before instruction begins. This allows school leaders and Instructional Managers to vet content and know that Arizona and Common Core standards are being implemented in the classroom correctly. These units are all reviewed by the instructor and the Instructional Manager. The Special Ed. teacher also reviews units and makes adjustments for implementation.

Further, every teacher, included Sped teachers are observed in class, executing their lessons on a bi-weekly (at the least) basis. While formal observations occur twice a year, informal observations to ensure curricular alignment and fidelity are at least twice a month, and very often more regular. Sped teachers receive feedback as they often co-teaching with the lead teacher (our school model is mostly an inclusion model).

In weekly math content team meetings, teachers are required to bring their previous weeks formative assessment. These assessments are all Arizona and Common Core Standards aligned and vetted by the Instructional Manager each week before they are administered. In data meetings, teachers look at raw data and devise remediation and re-teaching plans based on the data and the observations from their Instructional Managers. Quarterly, teachers administer internally-created, Arizona and Common Core aligned summative math assessments and these are also discussed in data review teams. Sped teachers attend these meetings and data is disaggregated by sped as well, so Sped teachers can make remediation plans in the moment based on data.

Assessment

Phoenix Collegiate Academy begins the year with a math basic skills diagnostic assessment math that is teacher created and aligned to Arizona and Common Core standards. This assessment is reviewed and approved by Instructional Managers. Lastly, Phoenix Collegiate Academy administers the NWEA MAP assessment to each student to determine a baseline proficiency level in math on a nationally normed scale. All of these assessments are used to inform instruction and remediation grouping strategies throughout the year.

Sped teachers also give diagnostic assessments (basic skills inventory, for example) to ensure students IEP goals and content are aligned.

Further, as on-going analysis of student data, teachers administer a weekly formative assessment called, "Show What You Know Quiz" (SWYKQ) that is based on that week's instruction and any remediation standards that the teacher and Instructional Manager have determined to be necessary. These assessments are vetted by the Instructional Manager prior to administration to ensure curricular fidelity. These quizzes are analyzed weekly and curriculum and instruction are adjusted based on this data. Unit assessments, which are summative, are given at least every quarter and are also vetted by Instructional Managers to ensure rigor and standards alignment. This data is reviewed in weekly data team meetings and curriculum and remediation planning is conducted based on this data. Sped teachers are required to assess students quarterly by IEP mandates so these assessments are used in planning for remediation as well.

Phoenix Collegiate Academy gives a sample AIMS assessment in December of each year as a benchmark assessment to determine areas of weakness in alignment to Arizona Standards. Further, the MAP test is re-administered in December, to show growth in math Common Core standards proficiency. In May, the MAP test is administered again to show overall math growth in Common Core for the year. AIMS testing data from the April administration is used to show Arizona State Standard mastery.

The performance measures that Phoenix Collegiate Academy expects are: weekly class averages on SWYKQ's above a 70%, that all students will pass unit assessments with a 70% or higher, on the December Sample AIMS that all students will pass each section with a 50% or higher (and then all students will pass AIMS in all three sections in April), and that all students will show at least 1.5X their expected growth based on the NWEA MAP expected growth charts by May.

Professional Development

In the 2013 school year, our data was clear in that our teachers needed more support in how to teach complex mathematics to students with special needs. Thus, a number of Professional Development supports were created to ensure teachers had the skills to lead students to academic greatness.

Firstly, over the summer teachers participated in a week-long curriculum planning session. This week was time for teachers to create curricular materials and have that vetted and approved by the Instructional Managers. Next, over the three weeks of regular staff PD before students arrive, more planning and instruction was given on how to teach students with a variety of needs. Teachers were able to plan for remediation groupings and create unit assessments that are truly rigorous for sped students.

Secondly, as the school year began two standing meetings a week to support professional development were established. Every week all content team members meet to review data, review formative assessments, adjust curriculum and plan remediation groups. Also, every week the whole staff meets on Fridays for at least one hour (usually two hours) to engage in meaningful instructional practice, and Sped instruction is a re-occurring topic.

Thirdly, all teachers are being coached and observed on a bi-weekly basis at a minimum. In many cases, weekly observations are occurring. Every observation has a follow-up meeting to debrief the instruction observed and make sure the teacher is supporting all learners in the classroom.

Measure 2, Proficiency, 2c. Subgroup SPED, Math (Data Analysis Page)

	AIMS Performance Category Breakdown for SPED, Math			
Grade Level	**FFB**	**A**	**M**	**E**
5	83.3%	16.7%	0.0%	0.0%
6	57.1%	28.6%	14.3%	0.0%
7	75.0%	25.0%	0.0%	0.0%
8	72.7%	0.0%	27.3%	0.0%

The data is clear that most of our students with special needs were in the FFB and APP categories. We know this is a group that requires more specific attention, and thus the above narrative supports our data in ensuring that extra support to grow academically.

Measure 2, Proficiency, 2c. Subgroup SPED, Reading

Curriculum
In Summer of 2013 all staff attended a week-long planning session in order to align the curriculum being in taught in every grade level to not only common core math standards, but Arizona State Standards for Reading. This common planning time allowed teachers and Special Education teachers together to focus on areas that were a difficulty for students based on 2013 AIMS data, and also to ensure rigor and alignment with new expectations in common core standards. Coming out of this planning time, every ELAteacher had a long term plan (also known as a curriculum map and pacing guide), unpacked ELA standards (breaking down standards in to skills and knowledge kids would need) and first ELA unit plan. These were then vetted and commented upon by an Instructional Manager to ensure standards of both common core and Arizona were incorporated sufficiently. Sped teachers also vetted plans and developed alternate assignments as needed.

In order to ensure that this ELA curriculum is continuing to meet the needs of students, every unit plan is due to the Instructional Manager and Sped teacher two weeks prior to the beginning of the unit. The Instructional Manager, instructor and Sped teacher work together to review the unit, ensuring alignment to Standards and student IEP goals, and all revisions are due one week before the implementation of that unit.

As a part of on-going revisions of the curriculum, ELA content teams meet weekly to review data from internal assessments and revise curriculum as needed to ensure students are on track to academic success.

Instruction
Every ELA unit plan is required to be submitted before instruction begins. This allows school leaders and Instructional Managers to vet content and know that Arizona and Common Core standards are being implemented in the classroom correctly. These units are all reviewed by the instructor and the Instructional Manager. The Special Ed. teacher also reviews units and makes adjustments for implementation.

Further, every teacher, included Sped teachers are observed in class, executing their lessons on a bi-weekly (at the least) basis. While formal observations occur twice a year, informal observations to ensure curricular alignment and fidelity are at least twice a month, and very often more regular. Sped teachers receive feedback as they often co-teaching with the lead teacher (our school model is mostly an inclusion model).

In weekly ELA content team meetings, teachers are required to bring their previous weeks formative assessment. These assessments are all Arizona and Common Core Standards aligned and vetted by the Instructional Manager each week before they are administered. In data meetings, teachers look at raw data and devise remediation and re-teaching plans based on the data and the observations from their Instructional Managers. Quarterly, teachers administer internally-created, Arizona and Common Core aligned summative math assessments and these are also discussed in data review teams. Sped teachers attend these meetings and data is disaggregated by sped as well, so Sped teachers can make remediation plans in the moment based on data.

Assessment
Phoenix Collegiate Academy begins the year with a ELA diagnostic assessment (DIBELS). This assessment is reviewed and approved by Instructional Managers. All students are also given the BRI assessment to determine lexile levels. Lastly, Phoenix Collegiate Academy administers the NWEA MAP assessment to each student to determine a baseline proficiency level in math on a nationally normed scale. All of these

assessments are used to inform instruction and remediation grouping strategies throughout the year. Sped teachers also give diagnostic assessments (basic skills inventory, for example) to ensure students IEP goals and content are aligned.

Further, as on-going analysis of student data, teachers administer a weekly formative assessment called, "Show What You Know Quiz" (SWYKQ) that is based on that week's instruction and any remediation standards that the teacher and Instructional Manager have determined to be necessary. These assessments are vetted by the Instructional Manager prior to administration to ensure curricular fidelity. These quizzes are analyzed weekly and curriculum and instruction are adjusted based on this data. Unit assessments, which are summative, are given at least every quarter and are also vetted by Instructional Managers to ensure rigor and standards alignment. This data is reviewed in weekly data team meetings and curriculum and remediation planning is conducted based on this data. Sped teachers are required to assess students quarterly by IEP mandates so these assessments are used in planning for remediation as well.

Phoenix Collegiate Academy gives a sample AIMS assessment in December of each year as a benchmark assessment to determine areas of weakness in alignment to Arizona Standards. Further, the MAP test is re-administered in December, to show growth in ELA Common Core standards proficiency. In May, the MAP test is administered again to show overall ELA growth in Common Core for the year. AIMS testing data from the April administration is used to show Arizona State Standard mastery.

The performance measures that Phoenix Collegiate Academy expects are: weekly class averages on SWYKQ's above a 70%, that all students will pass unit assessments with a 70% or higher, on the December Sample AIMS that all students will pass each section with a 50% or higher (and then all students will pass AIMS in all three sections in April), and that all students will show at least 1.5X their expected growth based on the NWEA MAP expected growth charts by May.

Professional Development

In the 2013 school year, our data was clear in that our teachers needed more support in how to teach complex reading skills to students with special needs. Thus, a number of Professional Development supports were created to ensure teachers had the skills to lead students to academic greatness.

Firstly, over the summer teachers participated in a week-long curriculum planning session. This week was time for teachers to create curricular materials and have that vetted and approved by the Instructional Managers. Next, over the three weeks of regular staff PD before students arrive, more planning and instruction was given on how to teach students with a variety of needs. Teachers were able to plan for remediation groupings and create unit assessments that are truly rigorous for sped students.

Secondly, as the school year began two standing meetings a week to support professional development were established. Every week all content team members meet to review data, review formative assessments, adjust curriculum and plan remediation groups. Also, every week the whole staff meets on Fridays for at least one hour (usually two hours) to engage in meaningful instructional practice, and Sped instruction is a re-occurring topic.

Thirdly, all teachers are being coached and observed on a bi-weekly basis at a minimum. In many cases, weekly observations are occurring. Every observation has a follow-up meeting to debrief the instruction observed and make sure the teacher is supporting all learners in the classroom.

Measure 2, Proficiency, 2c. Subgroup SPED, Reading (Data Analysis Page)

	AIMS Performance Category Breakdown for SPED, Reading			
Grade Level	**FFB**	**A**	**M**	**E**
5	50.0%	33.3%	16.7%	0.0%
6	28.6%	57.1%	14.3%	0.0%
7	0.0%	100.0%	0.0%	0.0%
8	63.6%	27.3%	9.1%	0.0%

The data is clear that most of our students with special needs were in the FFB and APP categories. We know this is a group that requires more specific attention, and thus the above narrative supports our data in ensuring that extra support to grow academically.

Measure 3, Accountability

Phoenix Collegiate Academy is committed to the improvement plan above to ensure that all students achieve at the highest levels and are on a path to college success. In doing so, we know that as a school we will achieve academic performance measures that push our school back to an "A" category. As a school, our history is one that shows we are aware of how to do this work (in 2011 and 2012, Phoenix Collegiate Academy was an "A" labeled school) so these focus areas will only make us stronger and more able to attain the "A" rating. The targets we must reach are outlined above, but to reiterate, we must increase our overall student growth percentage in Reading, increase both reading and math student growth percentages in our bottom 25% students, and in subgroups of Percent Passing, Composite School Comparison, ELL, FRL (Reading only), and SPED increase Math and Reading percentages.