Akimel O'Otham Pee Posh Charter School (3-5)

"Quality Education Begins Here"

2012 Charter Renewal Narrative

School Introduction

The greatest factor in Akimel O'Otham Pee Posh Charter School's success is the shared belief that every child is everyone's child and they are the future leaders for this community, failure is not an option and all children can learn. The school's vision permeates every aspect of the school day. Specific elements include scientifically-based research curriculum delivered by highly effective teachers with a structure that differentiates instruction for each child tied to data. Embedded professional development supported by instructional coaches ensures success. Most importantly, we provide a culturally sensitive education model from the revitalization of the language to the striking, authentic murals. "Quality Education Begins Here" is truly a community commitment, which honors the Akimel O'Otham Pee Posh Legacy!

Akimel O'Otham Pee Posh Charter School, home of the Eagles, is located on the Gila River Indian Reservation southeast of Phoenix, AZ. The reservation is 372,000 square acres and consists of seven distinct districts with a population of 11,257 (2000 Census). The K-5 (400) student population is 99% Native American and 82% Free/Reduced lunch. The reservation has two distinct tribes Pima/Maricopa. The vision of the school, "Quality Education Begins Here" is exemplified by an extensive network of researched-based educational best practices, and the presence of the traditional language and culture evident on the campus.

The focus on student achievement is shared by parents, administration, teachers, staff and most importantly, by the students. The organizational model for the school is based on the Seven Correlates of Effective Schools championed by Dr. Lezotte, which supports the belief Learning for All (1991). The seven correlates are; safe and orderly environment, climate of high expectation, instructional leadership, clear and focused mission, opportunity to learn/student time on task, frequently monitoring student progress, and home-school relations. These tenets have been at the heart of the school's success and are the passion of the Governing Board and Superintendent/Principal Jacquelyn Power. To make this belief a reality, the Title I school has developed a comprehensive data driven system focused on students' academic success. It begins with an in-depth review of the Arizona Instrument to Measure the Standards (AIMS) results to identify specific school wide skills and trends in English Language Arts and Math. Next, grade level results are reviewed to identify specific student subgroups, including special education and intensive students. Once the student groups are identified, then individual results are analyzed to determine differentiated instruction. This process is repeated weekly at grade level and monthly at grade span and leadership team meetings using current curriculum based measures. A critical component of this instructional delivery model is the active participation of Instructional Coaches and outside consultants who provide professional development on all aspects of the curriculum, instructional strategies, student engagement and data.

Key to the students' success is the holistic philosophy of the learning. Academically, teachers use scientifically-based instructional tools and assessment. Socially, the child is supported by Positive Behavior Support. Spiritually, the children are nurtured through the Culture/Language program this is teaching the O'Otham language. Physically, the children are engaged in a PE/Health program in an attempt to combat diabetes and obesity.

Akimel O'Otham Pee Posh Charter School has internalized the shared vision for the success of each child in a culturally sensitive learning environment!

Curriculum that improves student achievement

Seven year ago, Akimel O'Otham Pee Posh Charter School competed for and received the ADE Reading First (RF) grant from 2005 - 2011 in support of Dr. Lezotte's Seven Correlates of Effective Schools. This scientifically-based reading model is tied to direct, explicit, systematic instruction of the big five components of reading, professional development and accountability. Akimel O'Otham Pee Posh Charter consistently ranked in the top 5% of the schools in its Reading First cohort. This level of performance can be attributed to the successful implementation of the RF Model that consistently raised the reading performance of all students in K-3. Moreover, the school adopted Houghton Mifflin (HM) "Journeys" a scientifically research based curriculum in reading as well as HM math, and social studies. Instructional coaches and a reading interventionist were hired. The school implemented and administered DIBELS assessments and participated in extensive monthly professional development (PD) on-site from State Reading Specialists.

Supplemental intervention materials that were used for reading were analyzed by the ADE Reading First office using the University of Oregon's rubric for reliability. These materials have the rigor necessary to support a scientifically-based research instructional practice tied the 2010 Arizona Common Core State Standards. Adopted supplemental materials include HM Sore to Success and Early Success in Reading, Read Naturally™, Read Well™, Six Minute Solution™, Jolly Phonics© and Phonics for Reading© along with Writing Up a Storm© for writing, and Every Day Counts© a calendar based spiral review for math standards.

The Reading First model is primarily a data driven, student outcome model tied to principal/teacher professional development. Every month, ADE held mandatory principal and reading coach trainings on how to implement the curriculum with fidelity to improve instruction leading to higher student outcomes. The grant required that the school hire a Reading Coach who was trained for this new position by ADE. The Reading Coach met with teachers weekly, following daily walk throughs using an established rubric T4S to monitor all aspects of instruction using the approved curriculum. Additionally, the principal did monthly walk throughs with the Reading Coach as a cross check to the process. Furthermore, the State Reading Specialist assigned to our school was on campus monthly to conduct walk throughs, curriculum training, data analysis and other identified needs based on trend data on instruction and student outcomes.

Under Reading First there is a set block schedule for reading that includes 90 minutes of whole group, 45 minutes of small group/strategic intervention and an additional 60 minutes of intervention for the intensive readers with the Reading Interventionist. The curriculum materials used to support this block schedule were all approved by the ADE Reading First office.

An important element of this process was to update the school's curriculum maps, pacing charts, instructional materials, committee and data review. In 2010, the curriculum committee began aligning the new HM Journeys™ curriculum to the Arizona State Standards based on *Mapping the Big Picture*: *Integrating Curriculum and Assessment K-12*, by Dr. Heidi Hayes. Curriculum mapping is a process for collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for each subject area and grade level. The purpose of Akimel O'Otham's curriculum committee was to create a map that documents the relationship between every component of the curriculum and the Arizona State Standards. The map is used as an analysis, communication and planning tool. This process allows teachers:

- to review the curriculum to check for unnecessary redundancies, inconsistencies, misalignments, weaknesses, and gaps
- documentation of the relationship between the required components of the curriculum and the intended student learning outcomes
- to identify opportunities for integration among disciplines
- to review assessment methods
- to focus building instruction on previous knowledge by identifying what students have previously learned

This Reading First Model continues to be the basis of the daily schedule and routines that include a 120 minute English Language Arts (ELA) block and a 60 minute Math block with an additional 30 minutes of spiral review with Every Day Counts Math©. The block schedules are tiered to address intensive, strategic and benchmark students and to provide differentiated instruction for all students. Every student receives the core instruction for both reading and math, using research-based curriculum and instructional strategies in a rigorous academic setting that is taught with fidelity to the core and with direct, explicit, systematic instruction. Within the ELA block, writing is supplemented by Writing UP a Storm© that includes benchmark on-demand writing assessments. Math is a tier II process with intensive, strategic and enrichment support.

Over the course of the past five years, the school has held data retreats with the teachers, Dr. Ronald Areglado, and administration to review and track all student data to determine the effectiveness of the instructional model. At these sessions, individual student needs are identified and matched with curriculum resources and intervention strategies. The goal is to have an immediate impact on student outcomes as validated by data. The data retreats were held quarterly and provided opportunities for rich conversations around best practices, curriculum, coaching needs, and instructional strategies. Agendas, calendars, and notes from these data

retreats are available on campus. In addition, teachers and the administrative team maintain data binders on all yearly progress of the students. Annually, this data is reviewed to determine the effectiveness of the instructional model and to plan for the next school year.

Integration of the Arizona Academic Standards/Common Core

Currently, the teachers are reviewing the curriculum maps and calendars for this year and will begin the process of transitioning to the new 2010 Arizona Common Core State Standards for SY 2012/2013. The curriculum committee with grade level representatives is charged with developing a comprehensive document for the migration to the new standards. The school will implement the 2010 Arizona Common Core State Standards in all grades SY 2012-13. Professional development on migration to 2010 Arizona Common Core State Standards began in 2011. Training on the transition to the ELA standards was given by members of the curriculum committee. The Leadership Team reviews the curriculum to ensure the Arizona State Standards are taught and the transition to the Common Core is seamless.

At the heart of curriculum mapping are the 2010 Arizona Common Core State Standards. All teachers create lesson plans aligned to the Standards. Lesson plans are submitted weekly and reviewed by the Principal and Instructional Coaches to ensure that the Standards are being taught and assessed. Teachers used a compilation of Arizona Academic Standards book developed by Standard Designs, LLP to track standards taught quarterly. These books were used as a standards accountability checklist. All instruction is tied to the Standards first and then curriculum material is identified to deliver the content in support of the Standards. An interactive grade specific lesson plan template is provided to enhance instructional delivery and promote student engagement.

Each grade level is given a common lesson plan template to create as a team with key components tied to the curriculum, standards, special education, methods, assessment and other indicators to ensure that the lessons are aligned to the standards. In order to address differentiated instruction each teacher develops small group lesson plans that are based on individual student results. A template is provided for small group differentiated instructions. Weekly, teachers create these lesson plans from curriculum based assessments. As a result small flexible groups are established using student data and drive instruction. The lesson plans are kept in binders and submitted electronically for review by the coaches.

Instructional coaches do weekly teacher observations on fidelity to the curriculum, integration of state standards, student engagement, learning environment, whole group, small group and other indicators of effective instruction. The instructional coaches meet with teachers individually to provide specific feedback and provide professional development. Instructional coaches may be asked to model, whisper coach, provide side-by-side coaching with the teacher, and can provide release time for teachers to visit peers. They collect trend data that is shared school wide to address effective practices as part of the data review process.

In order to manage the complexity of implementing the 2010 Arizona Common Core State Standards teachers, coaches and administrators participate in collaborative planning. This collaboration model would not be possible without the four strategically scheduled specials: Culture/Language, PE/Health, Library/Music, and Positive Behavior Support. Teachers partake in monthly grade span meetings (K-2/3-5) to discuss student data, curriculum, special education services, interventions, and instruction. Representatives from each grade span attend a monthly leadership team meeting with administration for further analysis. Similar to the instructional tiered model, this three tiered process ensures that all ideas/concerns are addressed in a solution-oriented environment. Agendas and minutes are available at each level of the process for accountability.

In the past five years, formal and informal teacher evaluations consisted of principal walkthroughs and a scheduled evaluation using a T4S form. Following either observation by the principal immediate specific feedback was provided which includes "keepers" and "polishers" as noted on the T4S instrument. Based on the "polisher" another observation may be scheduled with the principal and/or coach. An action plan may result based on the need for improvement. The action plan is goal orientated, time specific and includes multiple observations to monitor teacher implementation of the plan. An action plan may lead to a performance plan that can result in termination. The number of formal evaluations is based on teacher longevity at the school. Teachers employed less than three years with the school receive a minimum of two formal evaluations. Teachers with more than four years of service receive a minimum of one formal evaluation per year.

Currently the school is in the process of developing a new teacher/principal evaluation framework. The purpose of this comprehensive evaluation system required under SB 1040 is to improve teaching and learning. The goal is to ensure all teachers are effective and to enhance performance so that students receive a higher quality education. The school has contracted with Dr. Charlotte Wing to spearhead this initiative.

Monitoring and documenting student proficiency

Student proficiency is monitored by data collection and analysis on weekly, monthly and quarterly basis. Common benchmark assessments include DIBELS Next™ Benchmarks, Writing Up a Storm© on-demand writing prompts and Every Day Counts© three times a year. Formative assessment include weekly progress monitoring with DIBELS Next™, HM Journeys™ theme tests and weekly skills test, HM Math Chapter/Unit Tests, weekly writing prompts and quarterly on-demand writing evaluated using ADE's 6-Trait rubrics. The summative assessment for the school is AIMS. In addition, the school utilizes supplementary diagnostic instruments for phonics, reading comprehension and math skills. Collectively, this data is submitted in Excel files and analyzed by the teachers, coaches and administration.

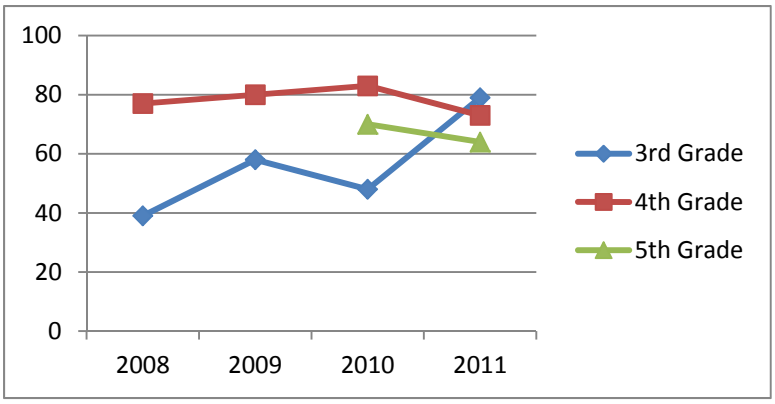
The school has developed a comprehensive assessment calendar that is used to guide the implementation of the 2010 Arizona Common Core State Standards through continuous assessment. In addition to benchmarks, students are evaluated weekly using curriculum based measures. This data provides critical information on how effective the instruction is as well as student mastery. Weekly assessment data is collected, charted and submitted for review at grade level meetings. Grade level teams review curriculum, intervention support, and instructional practices to determine what Standards need to be re-taught and/or what professional development/coaching needs to be implemented to address student achievement data.

To ensure student proficiency, the school created an AIMS Academy in 2011, which provides intensive, strategic and enrichment intervention in both reading and math for 45 minutes four days a week. To accommodate this, the K-1 students are dismissed at 2:15 p.m. permitting the K-1 teachers to work with the 2nd – 5th grade teachers and students in AIMS Academy from 2:30-3:15. With the addition of 12 certified teachers and 6 support staff, the students in 2nd – 5th grade receive individualized small group instruction based on specific skills tied to weekly data. The purpose for AIMS Academy is a concentrated focus on the school's goal for continuous student growth towards meeting/exceeding ADE AIMS AMOs.

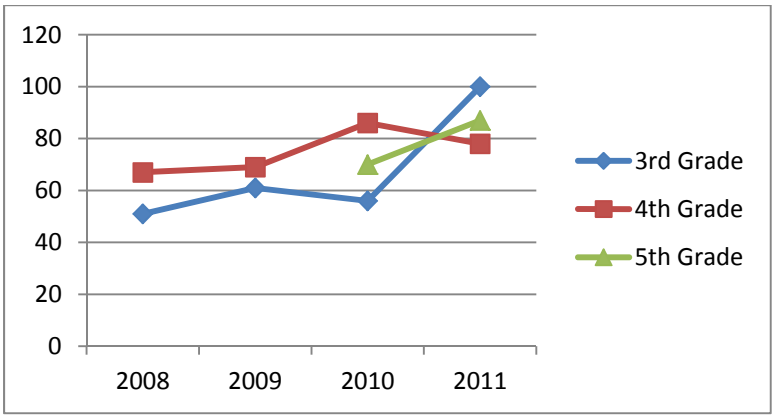
To support proficiency, special education students are placed in the appropriate Least Restrictive Environment. Currently, less than 10% of students in 3-5 receive special education services. This is well below the national average for Native American students. This low percentage can be attributed to the Response to Intervention Model (RTI) and the impact of Reading First on the school. The school employs a full time speech therapist, special education teacher and paraprofessionals to support the students. This service model is based on inclusion with limited pull out so that all children access the curriculum and receive accommodations in the classroom. Special education students are included in RTI groups to increase their service hours and to maximize their exposure to the academic standards they too must master.

Through monitoring and documenting student proficiency the school's goal for continuous student growth is evident by the school being named the 2011 National Title I Distinguished School. The school was recognized for Category 1 and 2. The criteria for these categories include: demonstrated high academic achievement for two or more consecutive years and met or exceeded state standards for making adequate yearly progress (AYP) for two or more consecutive years. Akimel O'Otham Pee Posh Charter won this prestigious award showcasing the Upper Bound Interval AIMS scores.

AIMS Math Upper Bound Interval



AIMS Reading Upper Bound Interval



Implementation of sustained research-based professional development

The Governing Board and Administration recognizes that in order to achieve the highest level of academic achievement they must invest in the professional development of the administrators, teachers and support staff. To this end, the Board/Administration has adopted the Five Core Propositions of Professional Development developed by the National Board for Professional Teaching Standards. Paraphrasing these propositions; teachers are committed to students and learning, know how to teach their subjects, manage and monitor student learning, systemically think about their practice and reflect on such practices, and are members of a learning community. The school contracts with experts in education to provide ongoing and continuous professional development. These experts include; Dr. Charlotte Wing and Dr. Ron Areglado for school improvement, Nancy Harrison and Mike McCarthy for math, Wilda Storm and Virginia Rascon for writing, Julie Cibbarelli and Rhonda Jones for reading. These services are offered on-site throughout the school year. Specialists provide timely feedback to teachers, coaches and administration on the five propositions. Furthermore, teachers are given opportunities to attend state, regional and national institutes to further their professional development. In fact, the instructional model would not succeed without this level of investment in the teachers, staff and administrators who truly affect the learning of every child. Teaching is not about programs, it is

about how to educate children effectively and ongoing professional development is the key to this outcome.

Dr. Ronald Areglado worked with the school from 2008-2010. Dr. Areglado provided intensive professional development on school climate for change and how to implement administrative structure to support these key elements of the instructional model and data analysis. Out of his work with the school, a newly defined committee model was developed that includes weekly grade level meetings with coaches, monthly grade span meetings and leadership team meetings. Dr. Areglado also trained all teachers on the intervention assist model using the *Pre-Referral Intervention Manual*, 3rd edition, (2006) (PRIM) for intervention in the classroom. Dr. Areglado continues to monitor the school's progress in school improvement.

Incorporated in the school's PD plan is a Professional Learning Community (PLC) component that focuses on educational research and best practices. Over the last five years the administration and teachers were involved in literature reviews of the following books; *A Framework for Understanding Poverty* by Ruby K. Payne, Ph.D., *Who Moved My Cheese?* By Spencer Johnson, M.D., *Life Skills for Success* by David W. Anderson, *My Ice Berge is Melting* by John Kotter, *Leading Change*, by John Kotter, *The Leader in Me* by Stephen R. Covey, Doug Lemov's book, *Teach Like a Champion* and Dr. Mike Schmoker's book, *FOCUS-Elevating the Essentials to Radically Improve Student Learning*. The overarching focus of the curriculum and instructional model are the Arizona State Standards/Common Core which drives instruction and dictates professional development. Through grade level collaboration and frequent review of progress monitoring and documentation, teachers can determine how effective the lessons are in ensuring all students gain mastery on priority standards. As noted by both Lezotte (1991) and Schmoker (2011) the challenge is for teachers to embrace "organized abandonment" of elements within the state and now national standards so all students can master meaningful skills rather than pushing forward and leaving learners behind. In response to this challenge, all teachers and administrators have participated in a PLC using Dr. Mike Schmoker's book, *FOCUS-Elevating the Essentials to Radically Improve Student Learning*.

During the past five years, sustainability of the Reading First Grant philosophy, instructional model, frequent student monitoring, and documenting/analyzing achievement data contributes to the continuous improvement of student academic success. The classroom atmosphere encourages nurturing learning environments that include; posted student friendly objectives, focus and high frequency word walls, literacy stations tied to the Big Five in reading, academic language, and technology. These components are tracked weekly by the instructional coaches using the T4S observation tool. Teachers receive timely feedback from coaches so that immediate adjustments to instruction can be made to benefit the learning environment.

Types and process of collecting and analyzing relevant pupil achievement data

Student achievement data is collected and analyzed on weekly, monthly, quarterly and yearly basis. Benchmark assessments include DIBELS Next™, Writing Up a Storm©, and Every Day Counts©, are administered three times a year. Formative assessments include progress monitoring from DIBELS Next™, HM Journeys™ theme skills test, HM Math chapter/unit tests, and quarterly on-demand writing evaluated using ADE's 6-Trait rubrics. The yearly summative assessment for the school is AIMS. The staff has received extensive professional development and training through ADE, Reading First and school contracted consultants to refine the process of collecting and analyzing pupil achievement data.

DIBELS Next™ benchmark and progress monitoring data is collected and reviewed extensively utilizing the University of Oregon's Official DIBELS web driven data base system. Through this data analysis the data review team can track class and individual student growth over time. The system places students in three categories; benchmark/core, strategic or intensive intervention. The data review team monitors the effectiveness of intervention in all three subgroups. Data is displayed in the curriculum room. Each student name and score is assigned a color coded card dependent on their beginning of the year benchmark score that identifies their placement within the subgroups. These data walls are interactive and inspire teacher collaboration, discussion of strength and weaknesses, and trend analysis. Teachers maintain individual class data binders and upload to the DIBELS website weekly progress monitoring scores. The data review team accesses this data base website weekly and instructional coaches use this data to facilitate weekly grade level meetings. Examples of reports and data gathered are included in this narrative.

Writing Up a Storm© benchmarks are administered three times a year and progress monitoring through on-demand writing monthly. The data is collected in a similar manner. Writing prompts are scored by grade level teams with the writing consultant utilizing the ADE 6-Trait rubric. Each student score is inputted into a data base developed by the consultant and intervention groups are defined. Teachers develop, re-teach or mini-lessons on the 6-Traits to address targeted needs. Student portfolios of the writing process are kept on file beginning in Kindergarten and progressing through the end of 5th grade. These portfolios allow teachers to see progress over time.

Benchmarks are administered for Every Day Counts©, a spiraling standard based math curriculum three times a year in addition to monthly progress monitoring. The data review team and teachers receive both a narrative and graphic representation of the student data. The data is analyzed to determine re-teaching opportunities and track trend data as it relates to the 2010 Arizona Common Core State Standards. Small group instruction is provided during AIMS Academy using this data.

Curriculums based assessments for HM Journeys™ which are theme skills test are administered in reading on a five day cycle and HM Math Chapter/Unit Tests math assessments are chapter based. All teachers input this data into color coded Excel spreadsheets that identify students as benchmark/core, strategic or intensive learners. Teachers develop power lessons for re-teach and enrichment which is taught during the next instructional day.

AIMS results are reviewed annually by the data review team and shared with teachers in May. An in-depth review of AIMS data takes place during the summer months by the administrative team in preparation for a data retreat in July with teachers and the data review team. The Confidential Concept Performance Reports are reviewed at the data retreat to determine trends as they relate to the standards across and within grade levels. Student data is charted and specific student strand/concept performance levels are identified for individual student profiles. Grade level, classroom, and individual student goals are set. Through this review process the team is able to drill down to individual student performance items demonstrating strengths and weaknesses. Each student profile charts the number of correct and incorrect responses. Using this information the teacher is able to meet with individual students and set specific achievement goals relevant to AIMS. This information is also used to set group goals and reinforced during AIMS Academy. At the school level, this process identifies "bubble" students who are three questions within the next performance level (Exceed, Meet, Approach, and FFB). These results then become a factor in the review of curriculum, instruction, intervention and assessment for the school year.

Justification of data collection

The Reading First Grant required that the school use DIBELS/ DIBELS Next™ for both benchmark and progress monitoring as well as approved scientific based reading research curriculum. The school selected Houghton-Mifflin which met the requirements. Within this curriculum the teachers were required to use the assessment pieces with fidelity. Furthermore, the school administered the State mandated AIMS test as a summative assessment. The school chose Writing Up a Storm© and Every Day Counts© as a supplemental curriculum because of the correlation to the 2010 Arizona Common Core State Standards.

Detailed interpretation of the findings from the data analysis

AIMS data from 2007-2011 provided the following patterns and trends for identifying strengths and weaknesses within the school's instructional model. The following information correlates to the AIMS data provided with this report.

AIMS Reading Scores

	2007 School Score	Increase	2011 School Score	State AMOs
3rd	30	+58	88	71.9
4th	39	+21	60	67
5th	*(2010) 39	+29	68	65.9

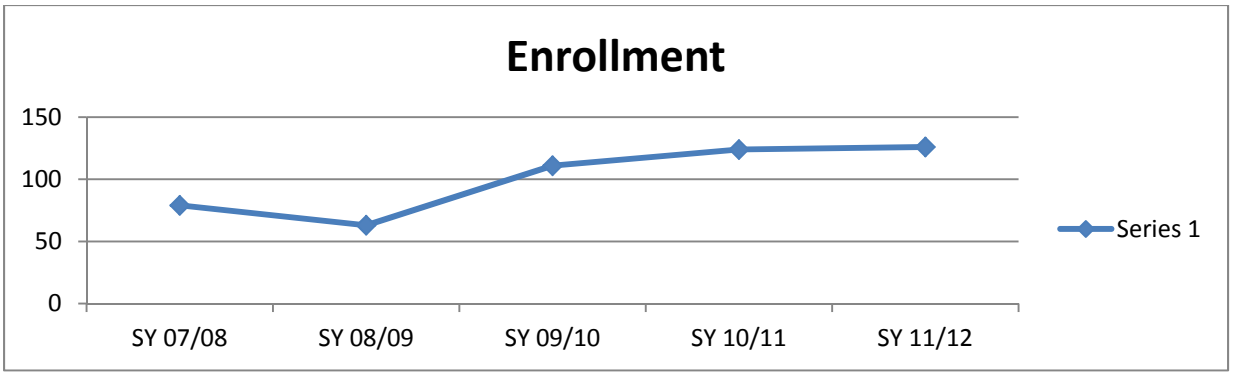
*First year of 5th grade at Akimel O'Otham Pee Posh Charter School

Reading Strengths

In reading the school has had an upward trend for the past five years. The increase in student achievement was the direct result of the implementation and sustainability of the Reading First model. This model provided extensive staff development offered through ADE, the assigned state reading specialist, and external reading consultants to ensure that the components were embedded in daily instruction. In addition, the Reading First Model provided for an on-site Instructional Coach and Reading Interventionist. The reading coach provided daily support and specific feedback tied to the implementation of the Reading First Grant. The Reading Interventionist provided tier III small group instruction based on the individual student needs to narrow the achievement gap. Membership within the intensive reading group was determined by weekly progress monitoring. Once a student achieved their reading goal for three consecutive progress monitoring data points, they were moved to the strategic reading group. Frequent student monitoring and data documentation using DIBELS Next™ and data analysis contributed to the continuous improvement of student academic success. This analysis of student data is the driving force behind small group differentiated, direct, and explicit reading instruction. The school embraced this initiative and staff whole heartedly welcomed the challenge to improve student achievement.

Reading Weakness

The focus on moving students labeled in Falls Far Below has been effective to reduce the significant gap between the meet label and this lowest performing group. Therefore, the Tier III intervention strategies were successful. However, the data indicated that the students in the approaching category made gains but did not move into the meets category. This was most evident in fourth and fifth grade results. Consequently, the future efforts in reading will be more concentrated on moving the "Bubble" or targeted students to the next level.



Another factor affecting the data has been the addition of fifth grade, two years ago, which required more professional development for this new staff to be trained on the Reading First Model. However, there is more to be done to raise the confidence level with these new teachers. Furthermore, the school has had a 70% increase in enrollment in the past three years which affected all aspects of the instructional model. Again these new teachers did not have the intensive professional development provided within the Reading First Model. Even with these changes in staffing and students, the weakness did not prevent the school from making gains in reading, and making school AYP and being labeled not only a Performing Plus school, but in 2011 the National Title I Distinguished of the Year.

Akimel O'Otham Pee Posh Charter School 3-5 AZ LEARNS Profile

School Year	AZ Learns Profile	AYP
2006/2007	Performing Plus	Not met
2007/2008	Performing Plus	Not met
2008/2009	Performing Plus	Not met
2009/2010	Performing	Met
2010/2011	Performing Plus	Met

AIMS Math Scores

	2007 School Score	**Increase**	**2011 School Score**	**State AMOs**
3rd	37	+24	61	65
4th	54	+1	55	63
5th	*(2010) 18	+26	44	58

*First year of 5th grade at Akimel O'Otham Pee Posh Charter School

Math Strengths

July 13, 2011 ... Office of Superintendent of Public Instruction John Huppenthal ... "Statewide AIMS math scores increased slightly in 2011 with 59 percent of students passing the mathematics assessment compared to 57 percent in 2010." In comparison Akimel O'Otham Pee Posh students made a 15% growth from 38% passing in 2010 to 53% passing in 2011. Once again, we contribute this growth to the Reading First instructional model. In 2010, the school

applied a two tiered approach to mathematics instruction. Included in the model was the adoption of a scientifically based mathematics curriculum, alignment to state standards, curriculum mapping and pacing guides, instructional coaching, math interventionist, a continuous progress monitoring component and data analysis. As a supplemental math program, Every Day Math Counts© is a 30 minute daily spiral of math standards that is implemented with fidelity to ensure a constant review of grade level standards. The analysis of student data is the driving force behind small group differentiated, direct, and explicit instruction in mathematics. The commitment to higher standards and higher expectations led to higher academic success for our students.

Math Weakness

Prior to 2008, the school did not have a scientifically research based curriculum in math. This was corrected in 2009 when the school adopted Houghton Mifflin curriculum. Furthermore, even with the adoption of a tiered II math model in 2010, it has not been fully implemented with fidelity because of the strong commitment to reading. Moreover, we have just begun the process to develop a fully functional math instructional model. In 2010, the school assigned a teacher to the position of a math interventionist, who taught small group instruction in grades 3 – 5. However, this was inconsistent because of other daily demands on this teacher's time (many days she was reassigned to substitute). Plus, there was no instructional coaching offered to teachers in math which affected student performance. Another weakness was the lack of multiple measures used in math to provide adequate information to analyze the trend data to make informed instructional decisions.

In reviewing the reading and math data, it is clear that there were many strengths associated with the Reading First Model which paired data with professional development, scientifically-based research curriculum and student academic performance. Because of the success of Reading First, it became apparent that components of this model could be incorporated into a math model. On the other hand, in order to reach the same level of success under Reading First, the math instructional model must be the number one priority to increase the effectiveness of instruction. Overall, the data is encouraging because of the upward trends on the AIMS test in both reading and math.

"What we learned – What we are going to do with what we learned"

Reading Performance Management Plan

In reading, we learned the importance of implementing a rigorous model of instruction with fidelity that is data driven and is tied to the highest level of accountability. In other words, inspect what you expect and monitor the teachers' instructional delivery to ensure that the state standards are being taught and learned by the students. Additionally, it is critical to have highly qualified Instructional Coaches who provide teachers with immediate feedback to enhance instruction and promote student proficiency in the state standards. All decisions on instruction and curriculum must be tied to data results, which represent the accountability element in school improvement and most importantly, data trumps everything. Finally, effective teaching will

result in high student performance, which is evident in the reading data for the past five years because of the school's commitment to implementing the Reading First Model with fidelity.

The school's Performance Management Plan represents what the next steps will be to sustain a high quality reading instructional model. The action steps for reading are paraphrased below from the PMP:

Strategy I: Provide and implement a curriculum that improves student achievement.

- ✓To implement the new 2010 Arizona ELA Common Core Standards;
- ✓To sustain the fidelity to the core curriculum Houghton Mifflin "Journeys";
- ✓To research supplemental common core enhancements including assessment; and
- ✓To develop the curriculum maps and pacing guides aligned to the 2010 Arizona Common Core ELA standards.

Strategy II: Develop and implement a plan for monitoring the integration of the Arizona Academic Standards into instruction.

- ✓To continue to submit weekly grade level lesson plans;
- ✓Review curriculum maps and lesson plans monitored by the coaches;
- ✓Facilitate weekly and monthly grade span meetings;
- ✓Attend and participate in monthly leadership team meetings; and
- ✓Monthly Leadership Team meetings to discuss school-level data, curriculum, and student performance.

Strategy III: Develop and implement a plan for monitoring and documenting student proficiency.

- ✓Teachers submit weekly student data to instructional coaches and the principal;
- ✓Teachers and instructional coaches analyze the data to monitor and adjust for differentiated instruction based on students' needs;
- ✓Implementation of the AIMS Academy for intensive/strategic intervention for small group instruction (Tier II); and
- ✓Analysis of all school wide data including multiple instruments to determine effectiveness of the instructional model tied to student achievement on the 2010 Arizona Common Core ELA Standards.

Strategy IV: Develop and implement a professional development plan that supports effective implementation of the curriculum.

- ✓ Conduct a comprehensive needs assessment survey using ADE Standards and Rubric for School Improvement to formulate action steps;
- ✓ The school leadership team will analyze previous year's data to determine trends on effective implementation of the ELA curriculum.
- ✓ External consultants will provide professional development that supports the implementation of the 2010 ELA Arizona Common Core Standards; and
- ✓ Develop a yearly school wide professional development plan and calendar that is differentiated based on individual grade level and school data.

Math Performance Management Plan

A review of the data in math demonstrated that there were inconsistent results over the past five years. Like the state, the school had a dip in math scores in 2010 following the adoption of the new Arizona State Standards in math. After the dip, the scores continued to climb towards the state AMOS over the five year period. This can be attributed to the adoption of a scientifically based researched math program that was supplemented by Every Day Counts Math©. Besides the new curriculum materials, efforts were made to design a tiered math block to address the students who were at the intensive and strategic level based on data review. Included in this plan was the reassignment of a teacher as a math interventionist for small group pull out. These newly adopted strategies are showing promise and will require more time to fully implement a model that mirrors the highly effective reading model. Another key aspect in building a successful math program will be the professional development on the existing math standards and the crosswalk to the 2010 Arizona Common Core Standards. Finally, the continued commitment to monitoring data to guide instruction and evaluate curriculum contributed to the upward trend data on the AIMS test.

The school's Performance Management Plan represents what the next steps will be to sustain a high quality math instructional model. The action steps for math are paraphrased below from the PMP:

Strategy 1: Provide and Implement a curriculum that improves student achievement.

✓Implement and sustain the 2010 Arizona Common Core Math Standards;
✓Implement with fidelity the scientifically-based research curriculum (Houghton Mifflin™ and Every Day Counts Math©);
✓Purchase approved supplemental math materials (On-Core©) a common core enhancement;
✓Review curriculum materials by the National Council of Teachers of Mathematics to identify strategic and intensive supplemental materials; and
✓Develop and implement curriculum maps and pacing guides aligned to the 2010 Arizona

Common Core Math Standards.

Strategy II: Develop and Implement a plan for monitoring the integration of the Arizona Academic Standards into instruction.

✓Teachers submit weekly lesson plans that incorporate the 2010 Arizona Common Core Math Standards as noted in the curriculum;
✓Instructional coaches and teachers will review curriculum maps, pacing guides and lesson plans to ensure integration of the standards is evident;
✓Instructional coaches will hold weekly grade level meetings to address the standards, curriculum, assessment and data;
✓Monthly grade level meetings to review assessment calendars, curriculum maps, pacing guides and data to identify trends in student performance in order to develop instructional strategies, as needed; and
✓Monthly leadership team meetings to discuss school wide data and trends and make appropriate adjustments in the instructional model to address the 2010 Arizona Common Core Math Standards and student performance.

Strategy III: Develop and implement a plan for monitoring and documenting student proficiency.

✓Teachers submit weekly student data to instructional coaches for accountability on instructional delivery;
✓Instructional coaches and teachers analyze the data to monitor and adjust small group differentiated instruction and re-teaching;
✓Implementation of the AIMS Academy to address strategic intervention (Tier II) tied to weekly data results; and
✓Analysis of school wide data to identify trends on student performance that may result in adjusting instructional strategies and identifying curriculum materials to meet student needs.

Strategy IV: Develop and implement a professional development plan that supports effective implementation of the curriculum.

✓Conduct a needs assessment using the ADE Standards and Rubric for school improvement and analyze the results to formulate action steps.
✓School Leadership Team will analyze all school wide data to identify trends on student performance in math and effective teaching strategies in support of the curriculum and 2010 Arizona Common Core Math Standards;
✓External Consultants will provide professional development in support of the current Arizona State Math Standards and the crosswalk to the 2010 Arizona Common Core Standards; and
✓Develop a written school wide professional development plan and calendar in math and differentiate based on teachers' needs and student performance indicators;

In closing, it is important to note that embedded in these action steps for reading and math are other powerful components of the school climate at Akimel O'Otham Pee Posh Charter School. These include strong parent participation in school events, as volunteers, and attendance at parent/teacher conferences. Without the school/home partnership the students would not be as successful in meeting the levels of proficiency on the state assessment. Equally important is the focus on the Native culture and language (O'Otham) in the daily routines of the school. All the children are learning their Native language and re-connecting with their history, which raises their self-esteem and translates into all academic subjects. The school's mission, "Quality Education Begins Here" is evident in every aspect of the school climate and instructional model. All staff members believe that every child is their personal responsibility and demonstrate this belief in the performance of their jobs on campus. The Performance Management Plan will be incorporated into the existing fabric and climate of the school and will enhance the level of effectiveness in preparing the students to be successful "knowledge age" learners and global citizens for the 21st century.

Appendices

Blackwater Community School

"Quality Education Begins Here"

Six Year Comparison State Test Data

TerraNova
2nd grade

National Percentiles		MDNP	+/- change
05/06	Reading	31.0	
	Language	25.5	
	Math	25.5	
	Total	28.8	
06/07	Reading	23.5	-7.5
	Language	24.3	-1.2
	Math	18.0	-7.5
	Total	20.0	-8.8
07/08	Reading	42.0	+18.5
	Language	41.0	+16.7
	Math	45.0	+27.0
	Total	41.7	+21.7
08/09	Reading	28.0	-14.0
	Language	48.0	+7.0
	Math	27.8	-17.2
	Total	41.3	-0.4

Stanford 10 (mean NCE)

09/10	Reading	39.0	
	Language	39.7	
	Math	42.7	
10/11	Reading	47.6	+8.6
	Language	54.5	+14.8
	Math	57.1	+14.4

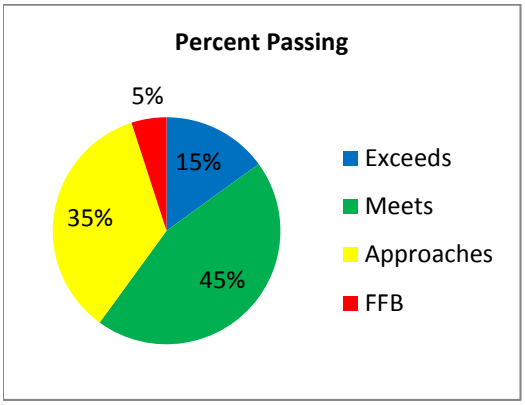
AIMS
3rd and 4th grades

% PASS	3rd	+/-	4th	+/-	5th	+/-
Reading	25		46			
Writing	15		44			
Math	12		50			
Reading	30	+5	39	-7		
Writing	75	+60	79	+35		
Math	37	+25	54	+4		
Reading	48	+18	84	+45		
Writing	62	-13	83	+4		
Math	31	-6	89	+35		
Reading	62	+14	56	-28		
Writing	75	+13	74	-9		
Math	65	+34	68	-21		
Reading	48	-14	67	+11	39	
Writing					58	
Math	29	-36	56	-12	18	
Reading	88	+40	63	-4	68	+29
Writing						
Math	57	+28	56	0	44	+26

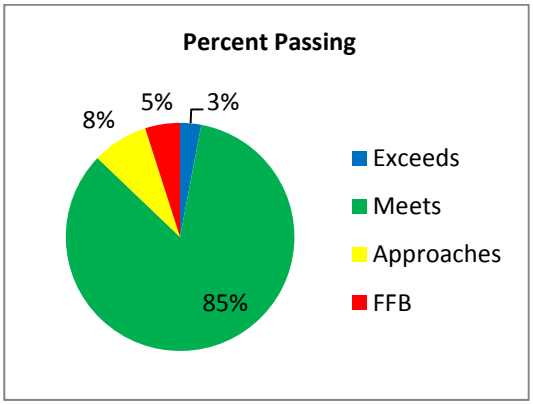
Note* 2005/2006 first year of Houghton/Mifflin Reading Series
2006/2007 first year of Reading First Grant
2007/2008 first year of Houghton/Mifflin Math Series
2009 State AIMS Math Test Revised
2009/2010 Stanford 10, First Year of 5th Grade
2011 AIMS Writing Revised

**Highlighted colors show cohort %passing
2006 3rd grade to 2007 4th grade
2007 3rd grade to 2008 4th grade
2008 3rd grade to 2009 4th grade to 2010 5th grade
2009 3rd grade to 2010 4th grade to 2011 5th grade
2010 3rd grade to 2011 4th grade

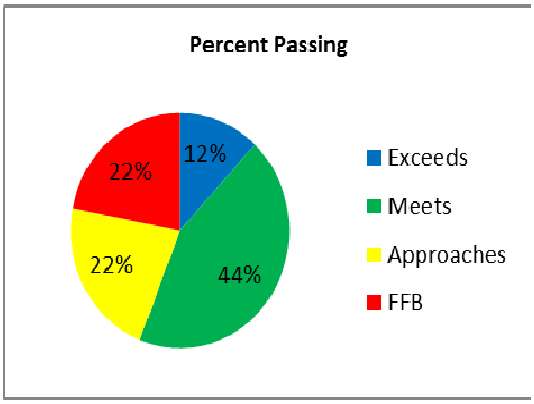
Akimel O'Otham Pee Posh Charter
2011 AIMS Performance Levels



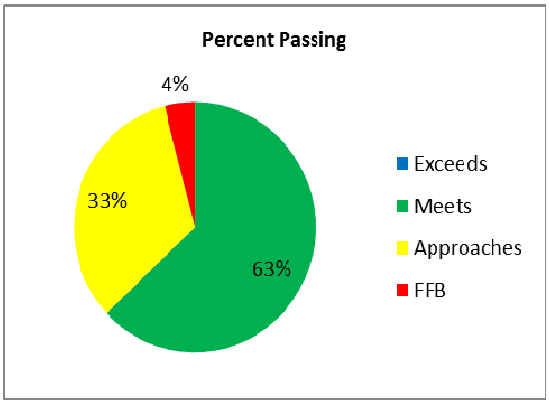
3rd Grade Math



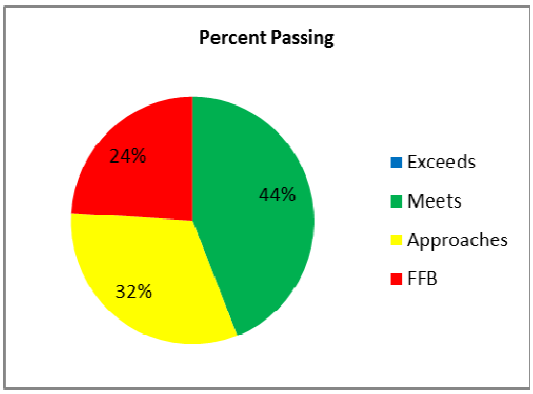
3rd Grade Reading



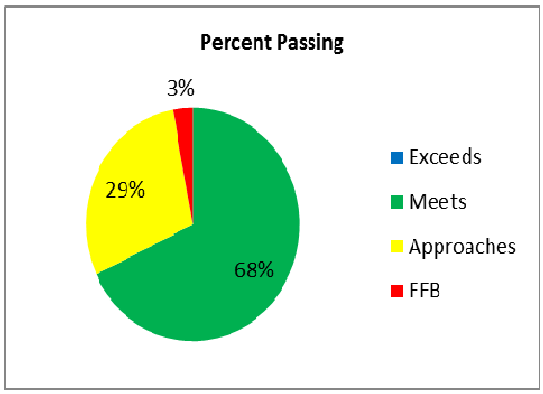
4th Grade Math



4th Grade Reading



5th Grade Math



5th Grade Reading

Akimel O'Otham Pee Posh Charter
DIBELS Beginning of Year and End of Year 2006 - 2011

Kindergarten

	BOY 06/07		EOY 06/07		BOY 07/08		EOY 07/08		BOY 08/09		EOY 08/09		BOY 09/10		EOY 09/10		BOY 10/11		EOY 10/11		BOY 11/12	
I	16	55%	5	19%	15	38%	4	10%	9	26%	2	6%	17	33%	4	8%	26	35%	2	3%	38	51%
S	17	44%	12	21%	23	47%	3	5%	22	50%	3	6%	18	35%	12	23%	28	37%	6	8%	10	13%
B	6	15%	39	70%	11	22%	49	88%	13	30%	48	91%	17	33%	37	70%	21	28%	64	89%	27	36%

First Grade

	BOY 06/07		EOY 06/07		BOY 07/08		EOY 07/08		BOY 08/09		EOY 08/09		BOY 09/10		EOY 09/10		BOY 10/11		EOY 10/11		BOY 11/12	
I	2	6%	9	26%	4	11%	8	21%	2	5%	1	2%	2	5%	6	14%	2	3%	5	9%	16	22%
S	10	28%	10	29%	6	17%	10	26%	6	15%	5	12%	7	16%	14	32%	11	18%	18	32%	9	12%
B	24	26%	16	46%	26	72%	20	53%	31	79%	35	85%	34	79%	24	55%	47	78%	34	60%	49	66%

Second Grade

	BOY 06/07		EOY 06/07		BOY 07/08		EOY 07/08		BOY 08/09		EOY 08/09		BOY 09/10		EOY 09/10		BOY 10/11		EOY 10/11		BOY 11/12	
I	21	60%	17	50%	4	15%	6	21%	9	24%	13	35%	2	5%	6	14%	6	14%	2	9%	24	47%
S	8	23%	4	12%	10	37%	5	17%	12	32%	5	14%	14	35%	3	7%	18	41%	7	30%	9	18%
B	6	17%	13	38%	13	48%	18	62%	16	43%	19	51%	24	60%	34	79%	20	45%	14	61%	18	35%

Third Grade

	BOY 06/07		EOY 06/07		BOY 07/08		EOY 07/08		BOY 08/09		EOY 08/09		BOY 09/10		EOY 09/10		BOY 10/11		EOY 10/11		BOY 11/12	
I	13	46%	3	12%	13	46%	9	32%	5	19%	3	13%	17	43%	15	38%	4	10%	3	7%	15	34%
S	7	25%	14	54%	9	32%	10	36%	6	22%	5	21%	12	30%	13	33%	15	36%	4	10%	14	32%
B	8	29%	9	35%	6	21%	9	32%	16	59%	16	67%	11	28%	12	30%	23	55%	35	83%	14	32%

Fourth Grade

	BOY 06/07		EOY 06/07		BOY 07/08		EOY 07/08		BOY 08/09		EOY 08/09		BOY 09/10		EOY 09/10		BOY 10/11		EOY 10/11		BOY 11/12	
I	22	71%	12	44%	7	37%	2	12%	12	40%	13	40%	6	19%	6	17%	23	55%	19	44%	16	36%
S	6	19%	7	26%	8	42%	5	29%	7	23%	10	30%	13	42%	13	37%	7	17%	5	12%	12	27%
B	3	10%	8	30%	4	21%	10	59%	11	37%	10	30%	12	39%	16	46%	12	29%	19	44%	15	33%

Fifth Grade

	BOY 06/07		EOY 06/07		BOY 07/08		EOY 07/08		BOY 08/09		EOY 08/09		BOY 09/10		EOY 09/10		BOY 10/11		EOY 10/11		BOY 11/12	
I													10	33%	12	35%	7	19%	4	11%	17	47%
S													7	23%	6	18%	11	31%	6	16%	12	33%
B													13	43%	16	47%	18	50%	27	73%	6	17%