Performance Management Plan Narrative

Learning Crossroads Basic Academy Charter

Sequoia Arts and Academics School

Introduction and Layout of this Narrative

This narrative is designed to give the reader a clear picture of the current state of the Learning Crossroads Basic Academy Charter (Currently a K-12 school known as Sequoia Arts and Academics.

- The narrative contains historical and current data on the school while telling its story.
- This section is followed by a data section and an Addendum.
- Pages 1 – 26 are the main part of this report. The Addendum contains detailed information about the management group's initiatives to improve learning at its sites during the past five years.
- These efforts are presented in a chart in the body of the report.
- These documents are part of several pieces delivered for the renewal process.
- We have also included a full copy of our Supervision and Evaluation model for Teacher and Principal Effectiveness and a Management Level Narrative.

Historical Information

The current school under this charter (Learning Crossroads Basic Academy) is registered as Sequoia Arts and Academics with the Arizona Charter School Boards. This history will trace the school from the current school (Sequoia Arts and Academics) back five years.

Sequoia Arts and Academics' current principal (Lori Graham) took over a school known as Sequoia Family Learning (SFL) (2007-2008). Sequoia Family Learning was a very small school with approximately 30 K-8 students.

Lori Graham was approached to become the director when the acting director was reassigned to a different position in the Sequoia district (Instructional Support Team). During the first year at SFL, the school grew from 36 students to an enrollment of approximately 160 students under Lori's leadership. The school was designed to provide a small, safe environment that offered a balance of strong academics and quality performing arts. These efforts were enhanced by a dedicated, hand selected and caring administration and staff.

Visitors to the school commented that at SFL there was evidence of a prevailing "heart and soul" commitment to kids. This atmosphere

contributed towards increasing student achievement and success. In short this school was what the Charter School movement was designed for.

Decision-making was focused on what was best for students. The environment at SFL was very family-oriented. We were a K-12 school that recruited the "whole family" with students spanning the grade levels from a common family. Families were content and enrollment continued to grow.

Organization Change to Sequoia Family Learning (Merger with LCBA)

During the 3rd year of Sequoia Family Learning's existence, the principal was approached about combining with another small K-12 school on the Sequoia campus. The school that merged with Sequoia Family Learning was Learning Crossroads Basic Academy (LCBA). Sequoia elected to drop the Sequoia Family Learning Charter.

Sequoia approached Ms Graham about combining the schools the year before (2009) at that time her great concerns about this merger were laid out. LCBA (the original school charter holder for this charter) had been viewed as a high-risk alternative school. This was especially true in grades 9-12. At that point Ms Graham declined the merger, and Sequoia hired a turn-around principal. This principal lasted a short time. The organization promoted the 5th / 6th grade teacher as the teaching principal at that time.

The following year, Ms Graham agreed to explore the idea of a merger between the two schools. Ms Graham was asked to consider a co-principal position with the current acting principal of LCBA.

Competing Cultures at the schools being merged:

Sequoia Family Learning elementary school functioned in a center-based environment. Students were introduced to the computer, beginning in Kindergarten. In fact, all our elementary students used a computer based program, Child U, as an academic supplement in one of their daily centers. This program enriches all core subjects and is aligned to the state standards. Our students also began performing at an early age. In Kindergarten, they began theater style drama, voice, and dance steps. When students were in third grade, musical keyboard and art (ceramics) was added to their elective choices. In grades K-12, all SFL students wore

uniform t-shirts with the school logo on it. They followed the dress code of no visible tattoos, piercings, or unnatural hair color.

In contrast:

- LCBA students and staff had been allowed to wear extreme hairstyles, tattoos and piercings.
- A good percentage of LCBA high school students were on probation.
- The student body also included many who had children of their own, or were expecting.
- LCBA had created an on-site day care to accommodate these young parents.
- All high school students were enrolled in online classes.
- All high school students were in a classroom with a lab adviser for all of their core subjects.
- Many students did not participate in extracurricular electives.
- LCBA had different discipline policies than those enforced at SFL.

In spite of this some good practices at LCBA existed and Ms Graham finally agreed to merge the two schools.

Sequoia approved the merger with Ms Graham as the acting principal, while the then current principal of LCBA would return to the classroom as a classroom teacher. This move proved to be very difficult for this teacher. Ms Graham also had to release some of the staff, due to the fact that the new school would no longer have a lab, and therefore, would no longer have a need for lab advisers.

Students *would* return to the classroom with teachers who would teach in a creative and cooperative environment. From the beginning the staff exhibited all of the hallmarks of a divided staff.

SFL parents were concerned that their children would now be attending a school which had previously been viewed as a high-risk alternative school. Ms Graham's personal assurance that the school would continue to expect high standards after the merger reassured parents.

This merger was made to ensure that the quality we had at Sequoia Family Learning would be an asset to the students involved at Learning Crossroads Basic Academy. All parties KNEW that there would be a shift in the performance as we were combining a school that was having

difficulties with a school that had a higher performance level. This is reflected in our data. We will address these problems and point to strategic changes that have been implemented during the past two years to ensure that Sequoia Arts and Academics becomes the successful program that the Sequoia Family Learning was.

- SAA started with an enrollment of 260 students.
- The staffing issue continued to be an impediment to progress.
- Many students had a difficult time adjusting to the new dress code requirements and the change in instructional methods we put in place to improve quality.
- Students often adapt to change easier than adults, and this was no exception.
- Once the students who refused to conform to the new environment were asked to leave, or chose to leave, the remaining students of both schools settled-in; enjoying the electives, the social involvement, and the direct instruction from classroom teachers.
- Unfortunately, the staff did not bond in the same way. They could not work as a team. This had a direct effect on the students' education.
- The school had some academic success, however, not as much as it should have.

Sequoia took the following actions to counteract these issues at the end of the 2011 school year.

- The organization needed to make decisions regarding staffing.
- Those decisions were made at the end of this first year.
- These changes included three terminations and several replacements.

Current School Year:

- Part of the original LCBA staff was released at the end of 2010-11.
- While an event like this can be wrenching for a school Sequoia Arts and Academics *did not* experience a loss of enrollment In fact, the school's enrollment grew to approximately 300.
- The teachers terminated were replaced with team-oriented educators who can and are in 2011 – 12 carrying out the initiatives outlined in this report.
- The difference in the environment has been noticed by parents, students, and faculty.

- The school is working as a K-12 team; a team that learns together and supports each other.
- Examples of that team approach include the following:

    - A 2nd grade teacher often helps struggling Jr. High math students on her prep.
    - The high school English teacher supports the elementary teachers in their classrooms.
    - High school teachers are helping high school students with their dual enrollment college classes.
    - The teachers participate in local team meetings, district PLCs, as well as their regular staff meetings.
    - Teachers share data, support each other, and participate in peer mentoring using Sequoia's protocols.
    - The staff participates in all district-wide initiatives (see Management Plan Narrative and Addendum).
    - Supervision and Evaluation are now conducted with fidelity (limited use of the program happened in 2010 -11) to ensure adherence with district and school learning goals. (see District Supervision and Evaluation Plan attached)
    - The school is now conscientiously monitoring and collaborating in analyzing the data gathered through our benchmarking and AZLEARNS testing (see data reporting in this document).

As it was stated in the beginning of this narrative, the "heart and soul" that we spoke about was put back into the school by a newly revitalized, team-oriented staff.

While we have noted a decline that occurred as a result of the blending of two cultures we have already tracked increased academic success, due to the change in the environment. Our performance plans reflect an attention to the data and a commitment to the type of change needed to bring our school back to the high standards that we achieved prior to taking on the challenge we took.

Sequoia took serious steps to consolidate a failing charter with a successful program. As we renew this charter we look forward to a future of success.

Capacity and Resources to Support Change and Improvement

Sequoia is fully committed to this school as noted in this document and District Level Narrative we provide this school with the kind of support it needs to succeed. This support network has evolved during the past five years to its current state. The assistant superintendent (a former highly qualified former New Hampshire Superintendent) now assigned to this school (fall of 2010) is overseeing the transition. There is direct involvement with the school and the current Instructional Support Team (see chart on following pages).

Social Curriculum training was provided in 2010 – 11 and is continued in this plan. In 2010 – 2011 major steps taken made to improve all disciplinary procedures in the school. In addition we use a variety of other positive discipline methods at this school.

District Level Instructional Support Team

Name	Title	Responsibilities
Ms Tamara Becker MSEd	**Director of Professional Development**	• Oversees all aspects of professional development training, activities and implementation. • Provides researches and training on professional learning communities (PLC's) for implementation at all Sequoia Schools during 2012-13 school year. • Works with principals and teachers on BEST practices training at their school site. • Sequoia has invested heavily in training at the administrative and teacher level in the Dufour Model of Professional Learning Communities we have utilized Title II monies for this purpose.
Ms Becky Wong MSEd	**Instructional Support Team**	• Works with principals and teachers on BEST practices training within the school site. • Facilities unwrapping of Common Core standards in Mathematics and English. • Develops and prepares teaching aids to implement Common Core standards. • Supports new teachers to Sequoia and to the profession. • Provides support for the FAST Math program. • Writing Committee Facilitator (Six Traits and Beyond)

Ms Jodi Fults MSEd	**FAST Math Coordinator**	• Creates and maintains the FAST Math assessment program aligned to state/common core standards. (See data charts in assessment area of this report) • Grades and prepares Fast Math benchmark data for interpretation at the school site. • Facilitates Unwrapping Common Core Mathematics Standards. • Modify and revise FAST Math Assessment Program (Sequoia Proprietary Mathematics Benchmark) to accommodate Common Core change. • Trains teachers/principals to administer Fast Math Assessment Program.
Ms Kemberlyn Cotter	**DORA/Writing Coordinator**	• Trains teachers/principals on how to administer/interpret DORA & writing benchmarks. • Writing Committee Facilitator (Six Traits and Beyond)
Ms Rachelle Hanson	**ELL Director**	• Oversees Sequoia Schools ELL program. • Writes and manages ELL grants. • Supports site administration with ELL compliance.
Ms Melinda Poit 2 MAs	**Data Analyst**	• Organizes all benchmark/AIMS/etc… data for interpretation at all levels within the Sequoia School Organization. • Hired in 2011 as part of our comprehensive move to Data Driven Decision Making
Ms Tammy Richardson MS	**Librarian and Archivist**	• Librarian for Horne Campus Schools • District AIMS Coordinator • Professional Development Coach
Ms Maxie Patel MSEd	**Title 1 Coordinator**	• Works with Grants Coordinator • Assists with Title 1 compliance at all sites • Works with principals and teachers on BEST practices training. • Professional Development Coach • Trains teachers/principals how to administer/interpret DIBELS.

In addition to this team, a technology team consisting of Systems Management Professionals, Technicians, Programmers, and a Director of Technology ensure that Sequoia Schools are all technologically prepared to meet the challenges of the 21st Century. The secretaries at the school were retrained on the system in 2010 – 2011. The principal was also trained at this time.

Through these resources the Sequoia Arts and Academics' teachers and administrators are working with each student to develop personalized learning plans that includes both long-term and short-term academic goals, as well as targeted performance objectives greater fidelity and monitoring of these benchmarks has been established this year (2011-2012). The Arts and Academics teachers are now involved with data teams that use our own customized benchmarks and AZ standardized testing to monitor student progress and provide interventions (RTI).

District level support for Special Education includes a full special education team and a Sequoia run special education placement for ED students. Sequoia Arts and Academics have utilized this program to move several disruptive students from its environment at the start of 2011-2012. We use the support provided by special education in our special education monitoring and to assist our special education teacher. We have just finished a monitoring cycle and have come out of monitoring as a result of improvements.

Title I and II services are supported by two dedicated staff at the central office added in the 2009 school year. Sequoia Arts and Academics is using its Title I person to supplement their improvement efforts. As of the 2011-2012 school year, all Title IIA funding is dedicated to the implementation of professional learning communities system wide.

Our interest in the whole child led Sequoia to hire a Director (in 2010) of Health and Wellness who also oversees the School Safety Programs. The Health and Wellness Director works directly with our children at Sequoia Arts and Academics and assists in monitoring student behavior and well-being.

Ms Graham, the principal is currently enrolled in the AZ Principals' Academy and has received training in the Dufour Model for Professional Learning Communities. She is attending a full training in San Diego this fall as part of her training.

The chart on the following page lists the strategies and initiatives Sequoia Arts and Academics is participating in.

Sequoia District-Wide Initiatives that Promote Best Practices

Supervision and Evaluation Program	Professional Grade Model (see attached documentation) for the supervision and evaluation of teachers and principals.
Data Driven Decision Making	Professionally developed and monitored benchmarks in mathematics, reading, and writing with extensive district level support including dedicated data professionals and area specialists.
Policies and Procedures	Web based, linked support for staff on Sequoia policies and procedures, including academic, social curriculum, professional and disciplinary supports.
Curriculum Maps and Curriculum Alignment to State and Common Core Standards	Policy, procedures and requirements for curriculum maps from each teacher. District wide participation of staff in the unwrapping of common core standards and their impact on curriculum. Common Formative Assessments in Mathematics for all grade levels aligned to state and common core standards.
Professional Learning Communities	District wide and school level PLC's supported by a district administration. Common Professional Development Days and expectations for school level PLC's. Professional Development Coaches at each grade level and in each Jr. High and High School subject area. Profession Development for principals with paid scholarships to AZ Principals' Academy and regular professional development at the district for principals.
Academic Language Support	Training, and implementation of Marzano's et all, Building Academic Vocabulary.

Implementation during the Past Five Years

As noted the current school is a merger (2010-2011) of a performing school and an underperforming school. Data on Sequoia Arts and Academics, formerly Sequoia Family Learning, prior to the merger shows a performing school. This section will concentrate on 2010 – 2011 onward.

In order to align curriculum the Sequoia Arts and Academics team has been required to create curriculum maps and to work on their curriculum development in teams. Ms Graham organized data review teams in December of 2011 to standardize and improve the attention being paid to data at this site. The school will be making curriculum purchases in the PMP reflective of this work.

Monitoring of this process is through the teams, curriculum mapping (see addendum), and through supervision and evaluation (see Supervision and Evaluation Plan).

We monitor the integration of Arizona Academic standards through an extensive Supervision and Evaluation program that uses rubrics to monitor 23 teaching effectiveness points (established 2010-2011). This system has already been used to make serious changes in staffing as noted. Participation of teachers in data review teams and their use of data are also monitored in this program. We note in our data changes in reading scores that have resulted from this effort. The data we monitor includes AZ Learns and our own customized benchmarks (see addendum for detail).

FAST MATH, DIBELS and DORA are three benchmarks that we present data on in the data analysis segment of this report. The articulation of purpose of these benchmarks is in the addendum. This was a problem area at this school. We feel that the training done with the staff, support from the district, construction of data teams, and the principal's training projects will all lead to positive effects from this effort. The fidelity to these benchmarks is now (as of 2011-2012) closer to system wide standards.

Sequoia Arts and Academics leadership and teachers have been a part of the Sequoia Professional Learning Communities since the spring of 2011. A majority of the efforts during this time have been concentrated on Curriculum Mapping, Curriculum Development, Academic Language Development, and Data Analysis. Coaches and Mentors in these areas provide support to individual teachers at Sequoia Arts and Academics and this process will continue in our PMP.

As the principal has been trained in data analysis (with support and information gathered by a specialized data department) she has been able to provide staff with clearer pictures (graphs) and data sheets to enhance their ability to use the data. In addition teachers are being supervised (see Rubrics for Effective Teaching) for their use of data analysis and utilization. These areas are clearly listed and ranked on their evaluations. Our PMP continues these efforts.

Strategic planning at the upper management level has vastly improved. A focused instructional support team stand ready to make sure the data we have gathered is acted upon and monitored for improvement. The charter has made the financial and strategic commitments to come out of this merger with students who will benefit from the past successes of Sequoia Family Learning as they turn Sequoia Arts and Academics into a performing school once again.

Data Reporting for this Narrative (Commentary follows Graphs)

The following abbreviations are used in the DIBELS segment of this report.

- FSF: First/Initial Sound Fluency
- PSF: Phoneme Segmentation Fluency
- NWR: Correct Letter Sounds/Words Read
- DORF: Words Correct per Minute

Composite: OVERALL Score Available with the DIBELS Next test since 2010

DIBELS Data by Grade (Data reflects pre and post merger data) Benchmark 3 was not completed as of this writing.

Sequoia Arts and Academics (SAA)

KINDERGARTEN	2007 FSF-PSF	2008 FSF-PSF	2009 FSF-PSF	2010 COMPOSITE	2011 COMPOSITE
BENCH 1	2	12	5	15	20
BENCH 2	28	37	14	120	112
BENCH 3	37	48	45	156	unavailable
GOAL BY BENCH 3	40	40	40	119	119
GRADE 1	2007 NWR	2008 NWR	2009 NWR	2010 COMPOSITE	2011 COMPOSITE
BENCH 1	21.5	19	35	118	111
BENCH 2	48	54	65.5	162.5	153
BENCH 3	63	72	60.5	175.5	unavailable
GOAL BY BENCH 3	58	58	58	155	155

GRADE 2	2007 DORF	2008 DORF	2009 DORF	2010 COMPOSITE	2011 COMPOSITE
BENCH 1	47	30.5	34.5	159.5	173
BENCH 2	66.5	58	52	172	191
BENCH 3	81.5	104	63.5	200	unavailable
GOAL BY BENCH 3	87	87	87	283	283

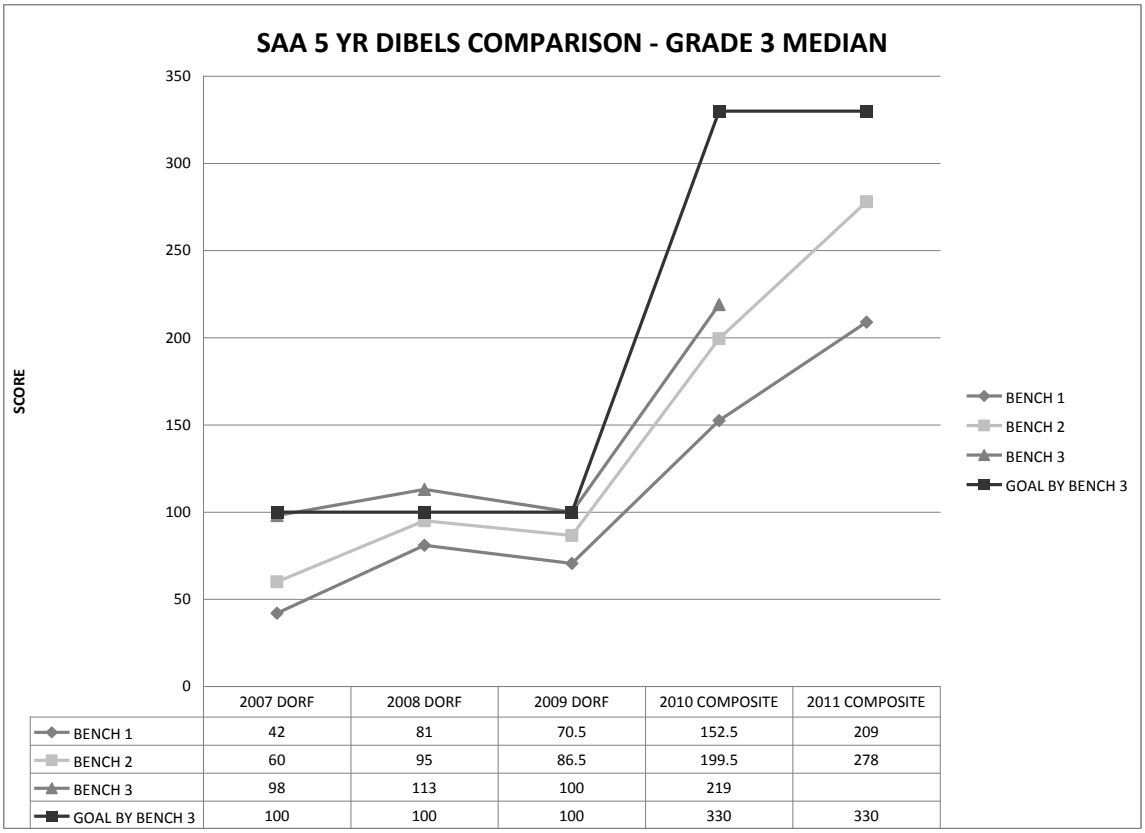
GRADE 3	2007 DORF	2008 DORF	2009 DORF	2010 COMPOSITE	2011 COMPOSITE
BENCH 1	42	81	70.5	152.5	209
BENCH 2	60	95	86.5	199.5	278
BENCH 3	98	113	100	219	unavailable
GOAL BY BENCH 3	100	100	100	330	330

GRADE 4	2007 DORF	2008 DORF	2009 DORF	2010 COMPOSITE	2011 COMPOSITE
BENCH 1		61	93	254	207
BENCH 2		107	121	319	254.5
BENCH 3		98	126	446	unavailable
GOAL BY BENCH 3	115	115	115	391	391
GRADE 5	2007 DORF	2008 DORF	2009 DORF	2010 COMPOSITE	2011 COMPOSITE
BENCH 1			114.5	333	353.5
BENCH 2			123.5	354	359
BENCH 3			121	426.5	unavailable
GOAL BY BENCH 3	130	130	130	415	415

GRADE 6	2007 DORF	2008 DORF	2009 DORF	2010 COMPOSITE	2011 COMPOSITE
BENCH 1				360	407.5
BENCH 2				363	390
BENCH 3				371	unavailable
GOAL BY BENCH 3	120	120	120	380	380

Reading has been an area we knew we had to concentrate on early in the merger. Many of the children absorbed had poor reading skills. We are pleased with our increases and with how we are meeting our goals with DIBELS.

DIBELS has been an area where we have seen the results of our reading recovery efforts. This is a tribute to the Kindergarten and first and second grade team. These teams were early adopters of the professional learning community approach and data teams. They monitor data through data teams and are positioned to drive the improvements we hope to see in the upper elementary grades. Growth of DIBELS scores has been significant in all of our K-6 classrooms and is illustrated in the sample graph for grade 3 included.



	2007 DORF	2008 DORF	2009 DORF	2010 COMPOSITE	2011 COMPOSITE
BENCH 1	42	81	70.5	152.5	209
BENCH 2	60	95	86.5	199.5	278
BENCH 3	98	113	100	219	
GOAL BY BENCH 3	100	100	100	330	330

DORA Diagnostic Online Reading Assessment (5 years by grade level) Initiated in 2010

Sequoia Arts and Academics (SAA)

GRADE 3	2007	2008	2009	2010	2011
BENCH 1				1.17	1.17
BENCH 2				2.17	2.5
BENCH 3				1.5	
BENCH 4				2.83	
GOAL BY BENCH 4	3.83	3.83	3.83	3.83	3.83

GRADE 4	2007	2008	2009	2010	2011
BENCH 1				3.17	2.17
BENCH 2				3.5	3.5
BENCH 3				3.335	
BENCH 4				5.665	
GOAL BY BENCH 4	4.83	4.83	4.83	4.83	4.83

GRADE 5	2007	2008	2009	2010	2011
BENCH 1				3.17	3.5
BENCH 2				3.5	5
BENCH 3					
BENCH 4				3	
GOAL BY BENCH 4	5.83	5.83	5.83	5.83	5.83

GRADE 6	2007	2008	2009	2010	2011
BENCH 1				4.17	3.17
BENCH 2				5.67	3.335
BENCH 3				5.335	
BENCH 4				5.5	
GOAL BY BENCH 4	6.83	6.83	6.83	6.83	6.83

GRADE 7	2007	2008	2009	2010	2011
BENCH 1				5.17	5.17
BENCH 2				4.5	6.17
BENCH 3				6.17	
BENCH 4				7.17	
GOAL BY BENCH 4	7.83	7.83	7.83	7.83	7.83

GRADE 8	2007	2008	2009	2010	2011
BENCH 1				4.67	6.335
BENCH 2				6.335	6.335
BENCH 3				6.5	
BENCH 4				8.335	
GOAL BY BENCH 4	8.83	8.83	8.83	8.83	8.83

GRADE 9	2007	2008	2009	2010	2011
BENCH 1				6.5	7.835
BENCH 2				10.5	9.335
BENCH 3				9.5	
BENCH 4				11.17	
GOAL BY BENCH 4	9.83	9.83	9.83	9.83	9.83

GRADE 10	2007	2008	2009	2010	2011
BENCH 1				9.5	10.17
BENCH 2				9.5	11.67
BENCH 3				12.17	
BENCH 4				11.5	
GOAL BY BENCH 4	10.83	10.83	10.83	10.83	10.83

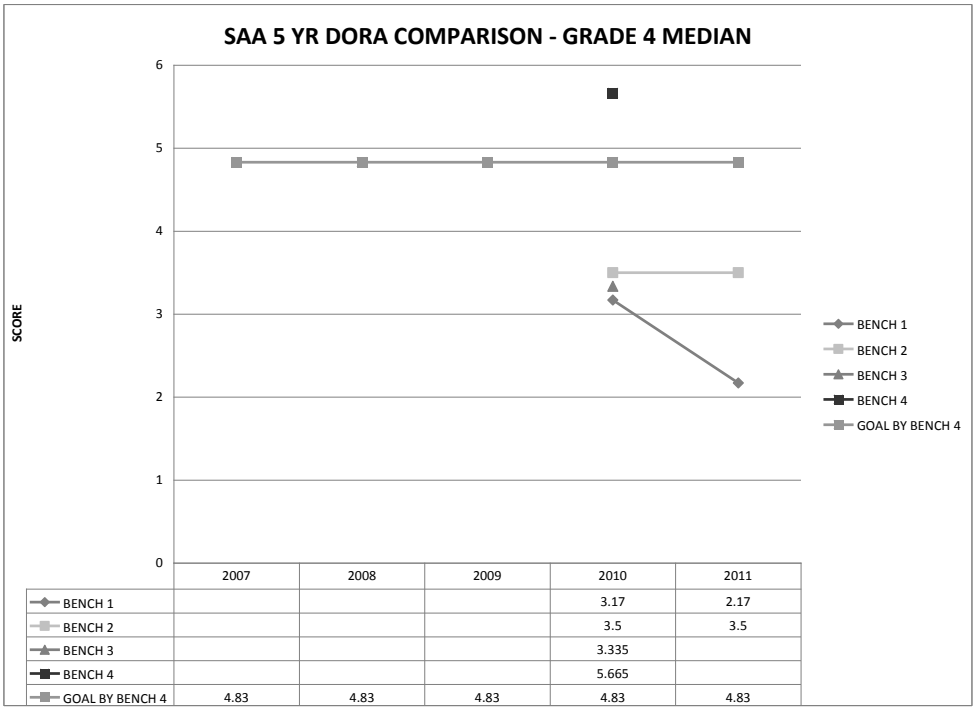
GRADE 11	2007	2008	2009	2010	2011
BENCH 1				7.83	10.17
BENCH 2				9.17	11.5
BENCH 3				9.335	
BENCH 4				10.5	
GOAL BY BENCH 4	11.83	11.83	11.83	11.83	11.83

GRADE 12	2007	2008	2009	2010	2011
BENCH 1				3.17	6.5
BENCH 2				3.5	8.5
BENCH 3				3.17	
BENCH 4				6.335	
GOAL BY BENCH 4	12.83	12.83	12.83	12.83	12.83

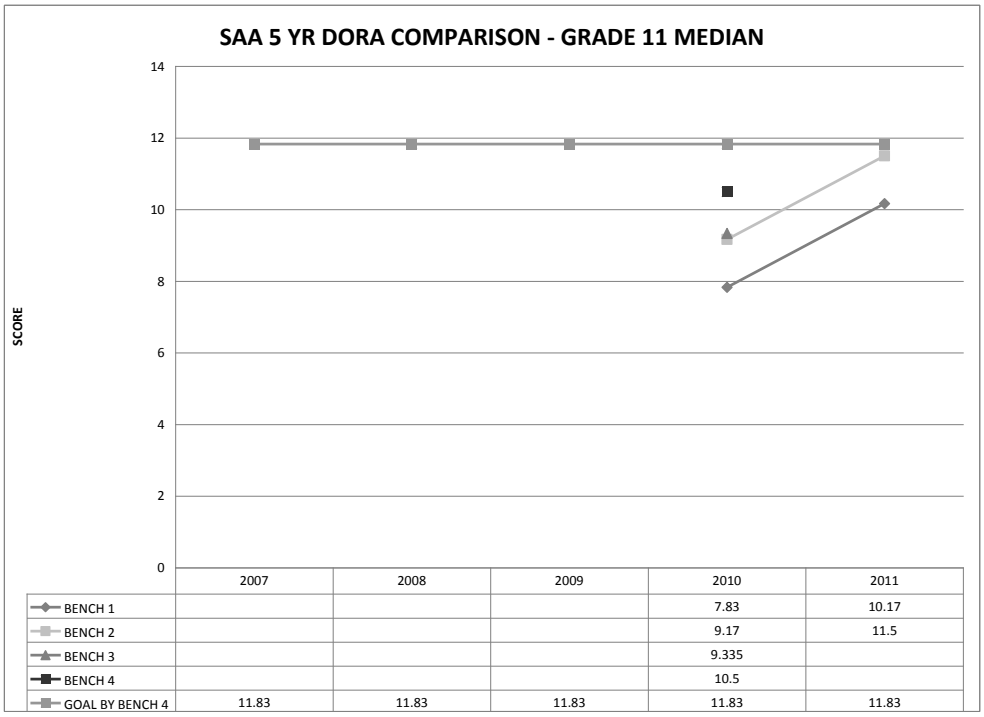
The DORA data presented quantifies some of the problems that were noted in our narrative. We have been able to impact many of the (merged) students' reading scores. The deficits in grade 12 and less significantly in grade 11 are still significant however one can not look at these without seeing the changes between 2010 and 2011. We are concentrating on bringing grades 4 – 6 up to speed. The deficits in performance this group still demonstrate in DORA testing have a secondary effect on their ability to

perform in mathematics. Sequoia Arts and Academics has added time (second math period) where a great deal of the time spent is on the reading aspects of mathematics.

Graphs for Grades 4 and 12 for Illustrative Purposes (complete graphic information will be used in the FAST MATH Segment of this report.



	2007	2008	2009	2010	2011
BENCH 1				3.17	2.17
BENCH 2				3.5	3.5
BENCH 3				3.335	
BENCH 4				5.665	
GOAL BY BENCH 4	4.83	4.83	4.83	4.83	4.83

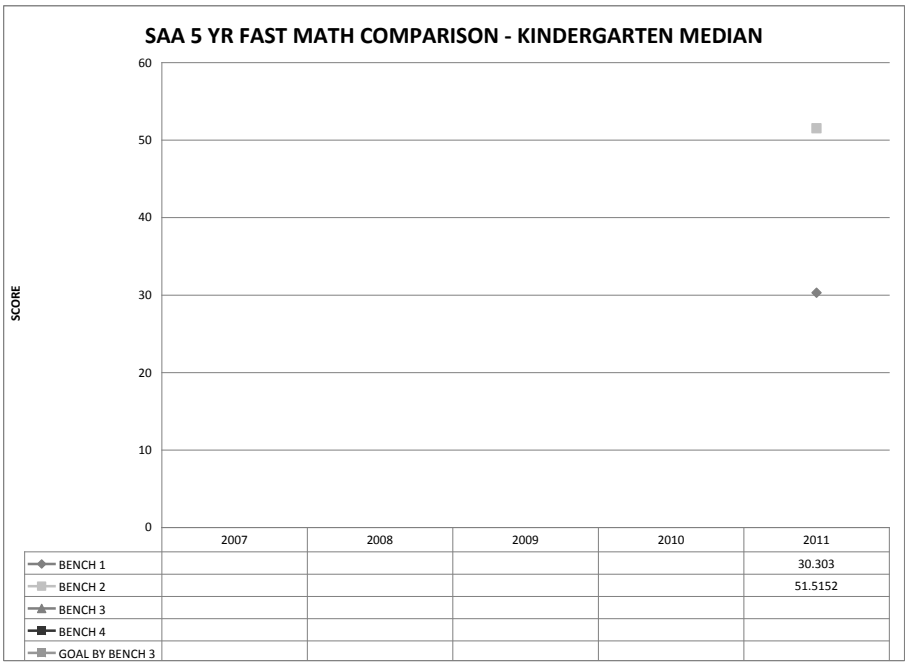


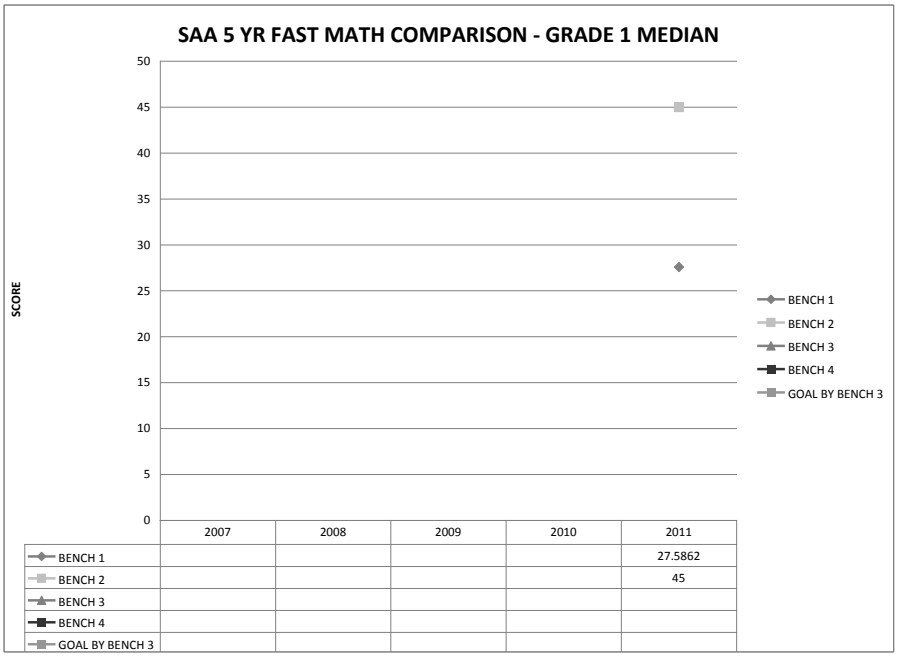
	2007	2008	2009	2010	2011
BENCH 1				7.83	10.17
BENCH 2				9.17	11.5
BENCH 3				9.335	
BENCH 4				10.5	
GOAL BY BENCH 4	11.83	11.83	11.83	11.83	11.83

FAST Math

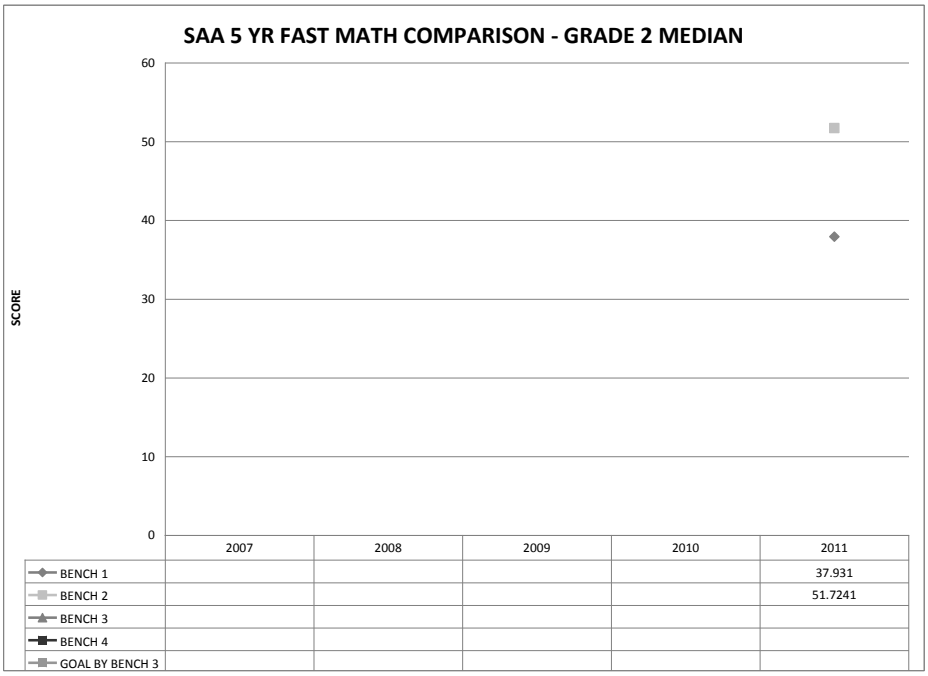
Kindergarten through 2nd Grade Testing

This is the first year in our efforts to include Kindergarten and 2nd Grade in the FAST Math assessment program. These assessments were developed with staff input in 2010 and piloted at the start of the 2011-2012 school year.



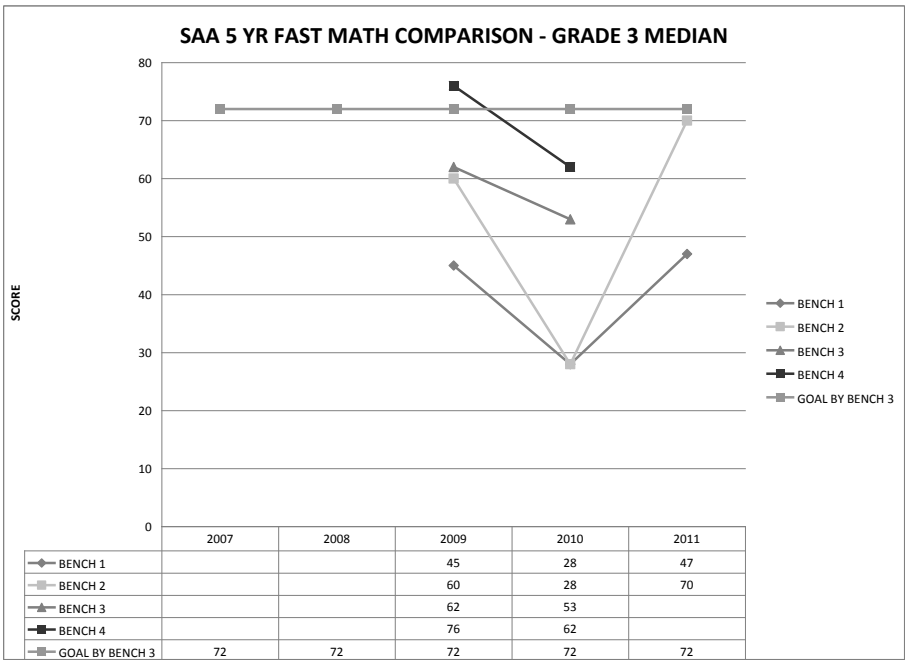


Significant growth was noted that reinforces our current approach in mathematics with our K-1 team. We intend to expand on the activities that support this growth.

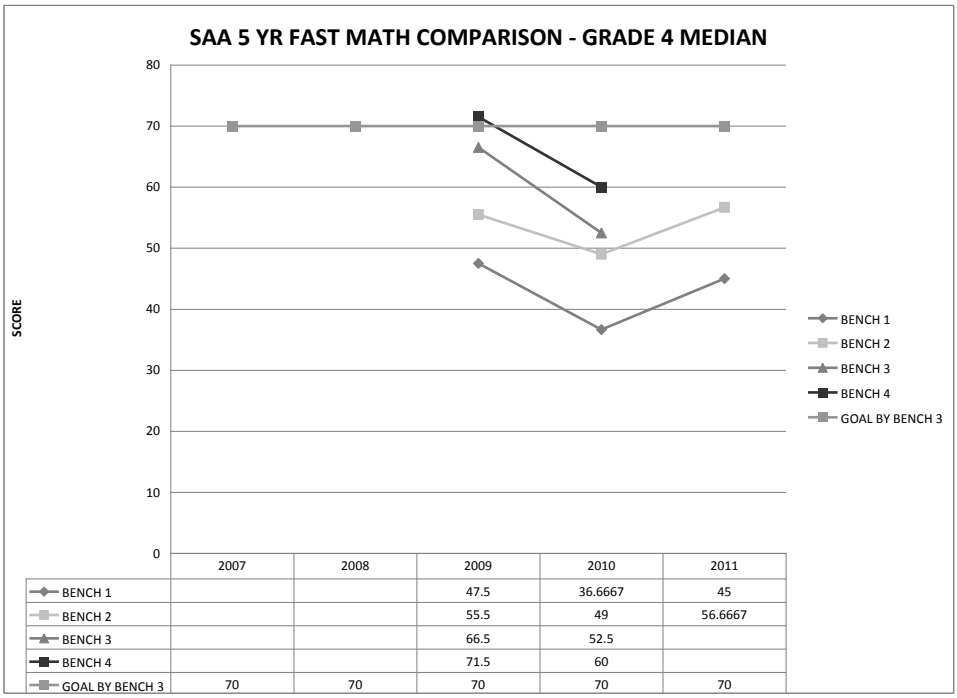


Significant growth was noted that reinforces our current approach in mathematics with our K-2 team. We intend to expand on the activities that support this growth. An early look at the third benchmarks indicates that the progress is continuing.

3rd – 10th Grade Testing

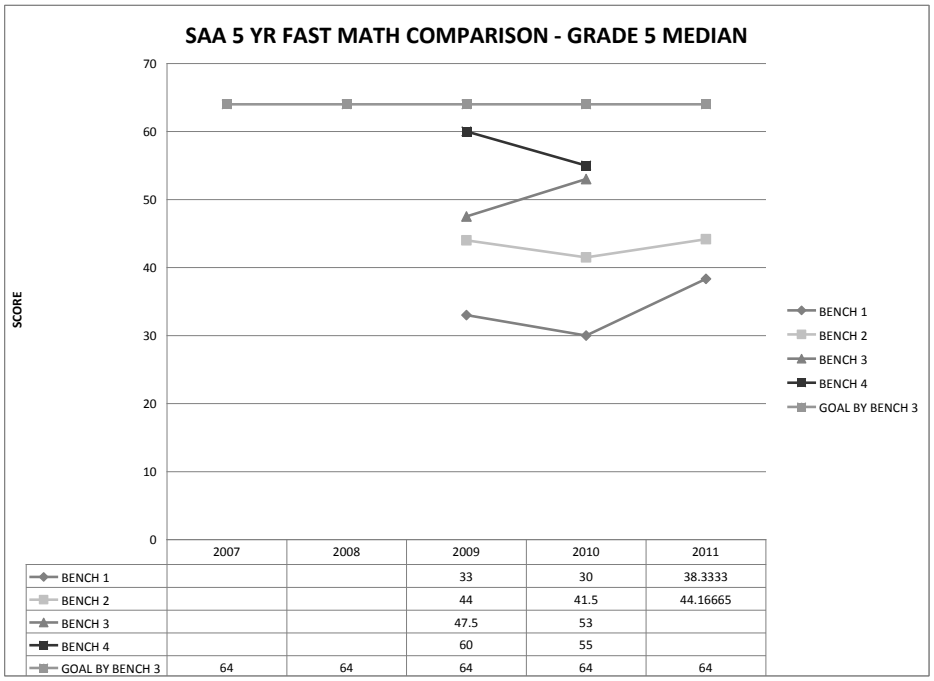


In third grade the data clearly shows the effects of the merger and the rebound achieved this year as the last year's second graders moved forward through the program. This reaffirms the K-3 approach that we are using. We are spending money on training and supervision for the teachers in this critical area.



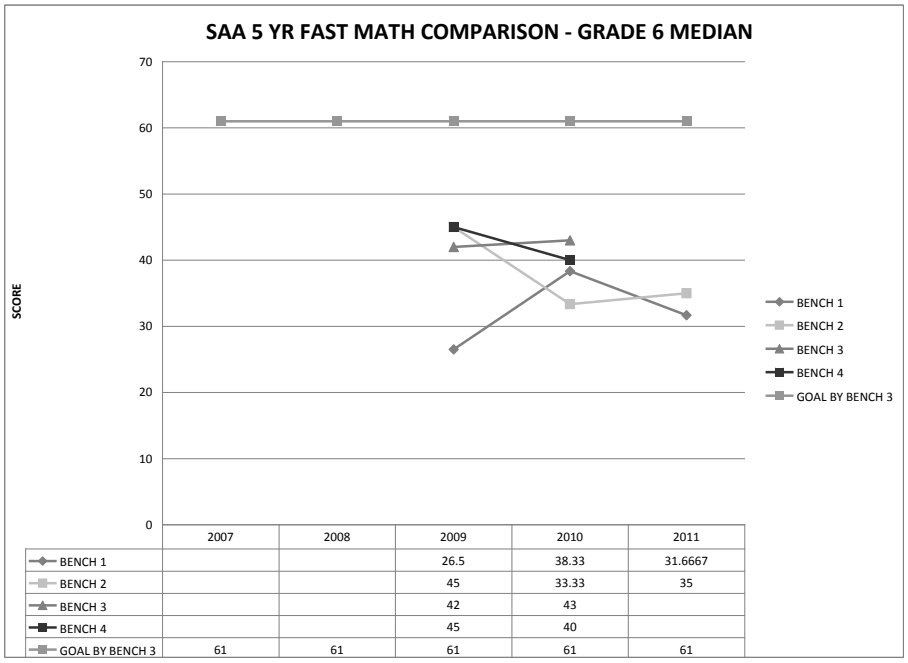
	2007	2008	2009	2010	2011
BENCH 1			47.5	36.6667	45
BENCH 2			55.5	49	56.6667
BENCH 3			66.5	52.5	
BENCH 4			71.5	60	
GOAL BY BENCH 3	70	70	70	70	70

In fourth grade the data clearly shows the effects of the merger and the rebound achieved this year as last year's third graders moved forward through the program. This reaffirms the K-3 approach that we are using.



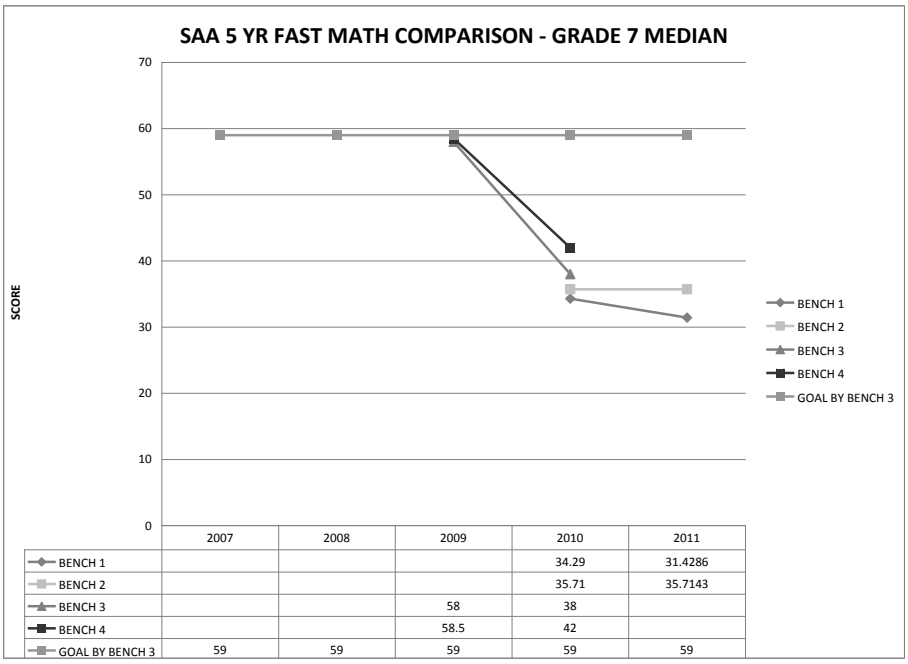
	2007	2008	2009	2010	2011
BENCH 1			33	30	38.3333
BENCH 2			44	41.5	44.16665
BENCH 3			47.5	53	
BENCH 4			60	55	
GOAL BY BENCH 3	64	64	64	64	64

In fifth grade the data clearly shows the effects of the merger and the small rebound achieved this year as the last year's fourth graders moved forward through the program. We are using our supervision and evaluation program to improve the teacher's skill set. We are spending money on training and supervision for the teacher in this critical area. This teacher replaced one of the teachers released the previous year.



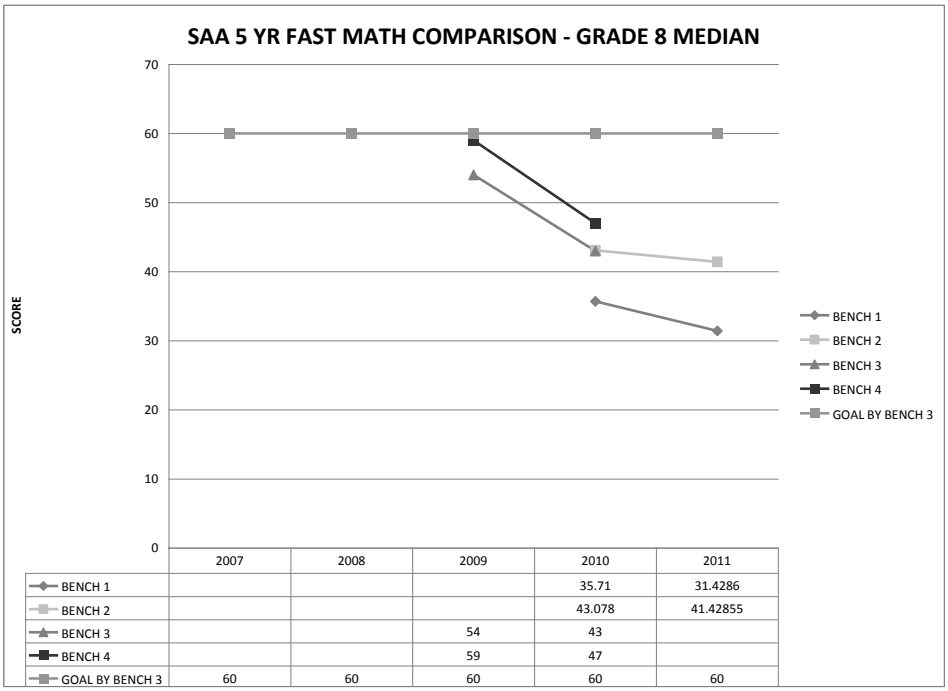
	2007	2008	2009	2010	2011
BENCH 1			26.5	38.33	31.6667
BENCH 2			45	33.33	35
BENCH 3			42	43	
BENCH 4			45	40	
GOAL BY BENCH 3	61	61	61	61	61

Same instructor as previous grade: In sixth grade the data clearly shows the effects of the merger and the small rebound achieved this year as the last year's fifth graders moved forward through the program. We are using our supervision and evaluation program to improve the teacher's skill set. We are spending money on training and supervision for the teacher in this critical area. This teacher replaced one of the teachers released the previous year.



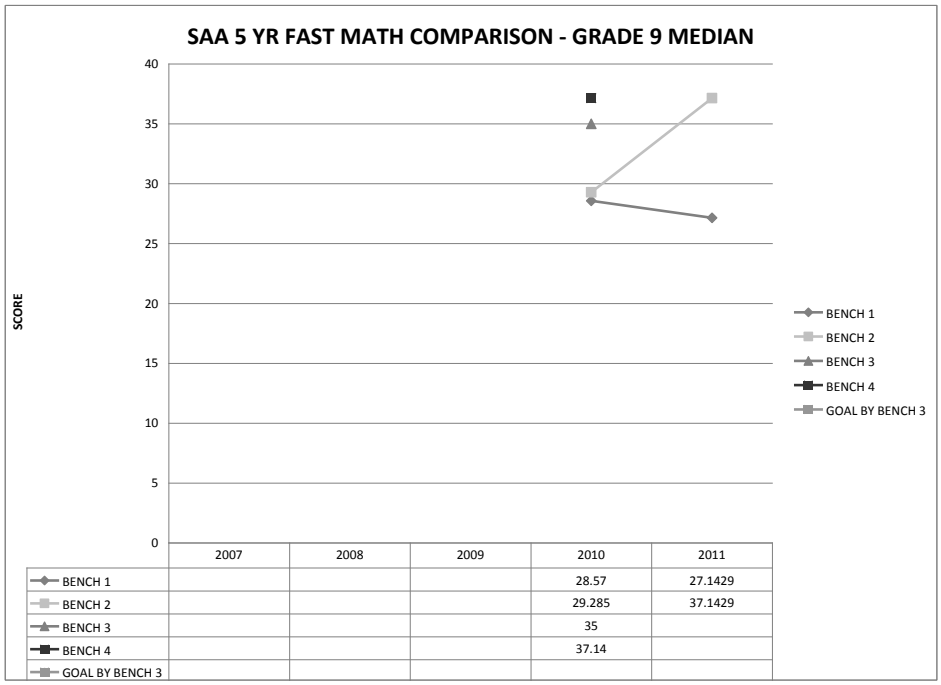
	2007	2008	2009	2010	2011
BENCH 1				34.29	31.4286
BENCH 2				35.71	35.7143
BENCH 3			58	38	
BENCH 4			58.5	42	
GOAL BY BENCH 3	59	59	59	59	59

In seventh grade the data clearly shows the effects of the merger and the small rebound achieved this year as the last year's sixth graders moved forward through the program. We are using our supervision and evaluation program to improve the teacher's skill set. We are spending money on training and supervision for the teacher in this critical area. This teacher replaced one of the teachers released the previous year.



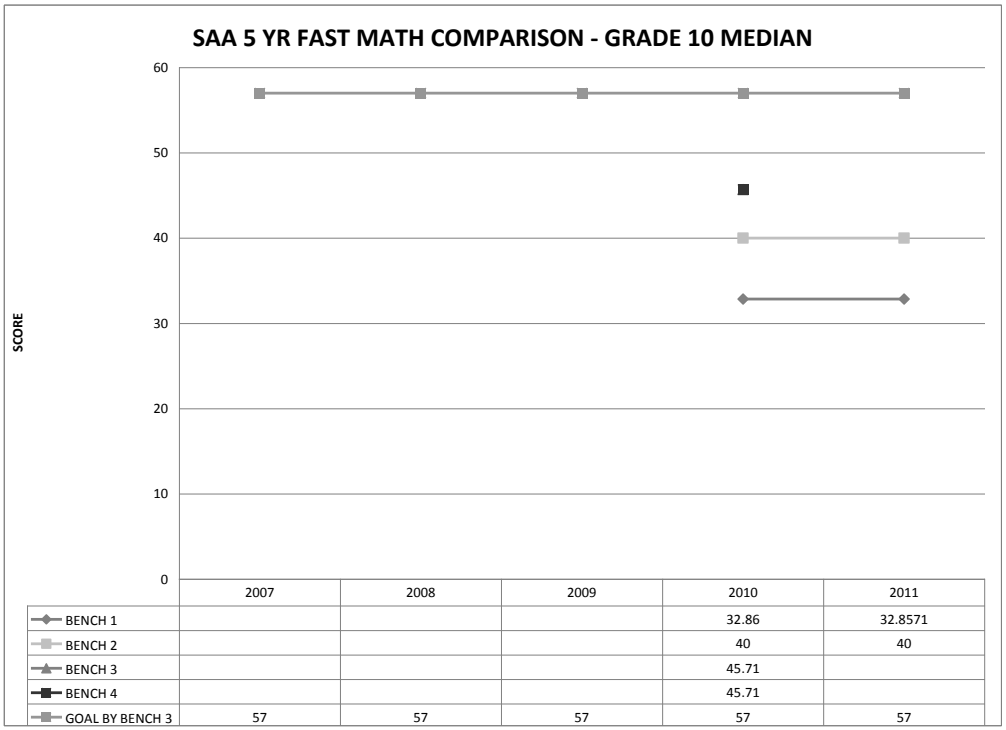
	2007	2008	2009	2010	2011
BENCH 1				35.71	31.4286
BENCH 2				43.078	41.42855
BENCH 3			54	43	
BENCH 4			59	47	
GOAL BY BENCH 3	60	60	60	60	60

Same instructor as previous grade: In eighth grade the data clearly shows the effects of the merger and the small rebound in the prior grades disappears. We are using our supervision and evaluation program to improve the teacher's skill set. As noted we are spending money on training and supervision for the teacher in this critical area. This teacher replaced one of the teachers released the previous year. We have doubled the amount of math these children are receiving as of February 2012 in an effort to improve their performance.



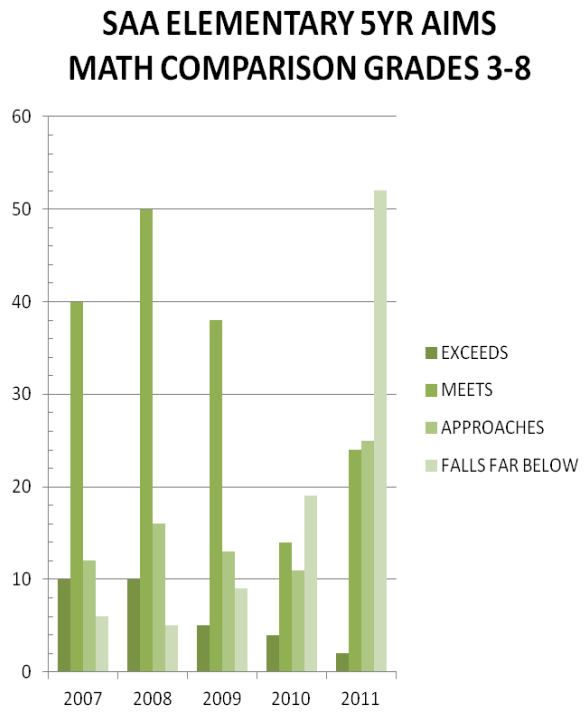
	2007	2008	2009	2010	2011
BENCH 1				28.57	27.1429
BENCH 2				29.285	37.1429
BENCH 3				35	
BENCH 4				37.14	
GOAL BY BENCH 3					

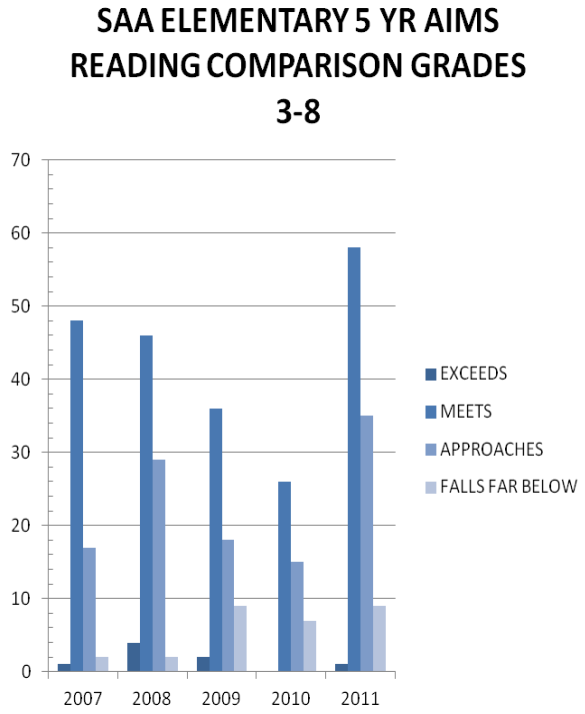
We added a new teacher in this grade last year. The changes between her first and second benchmark have been heartening. The PMP will address mathematics in several ways however we have some indication at what we are doing is starting to be effective.

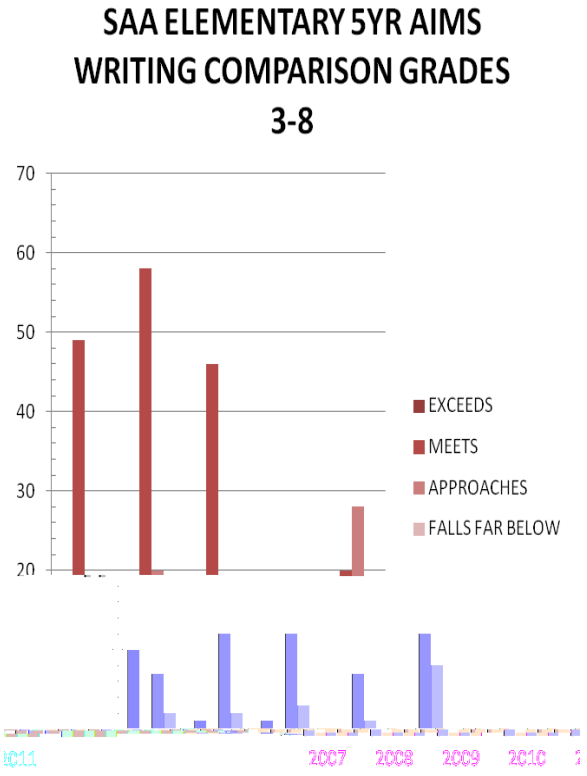


	2007	2008	2009	2010	2011
BENCH 1				32.86	32.8571
BENCH 2				40	40
BENCH 3				45.71	
BENCH 4				45.71	
GOAL BY BENCH 3	57	57	57	57	57

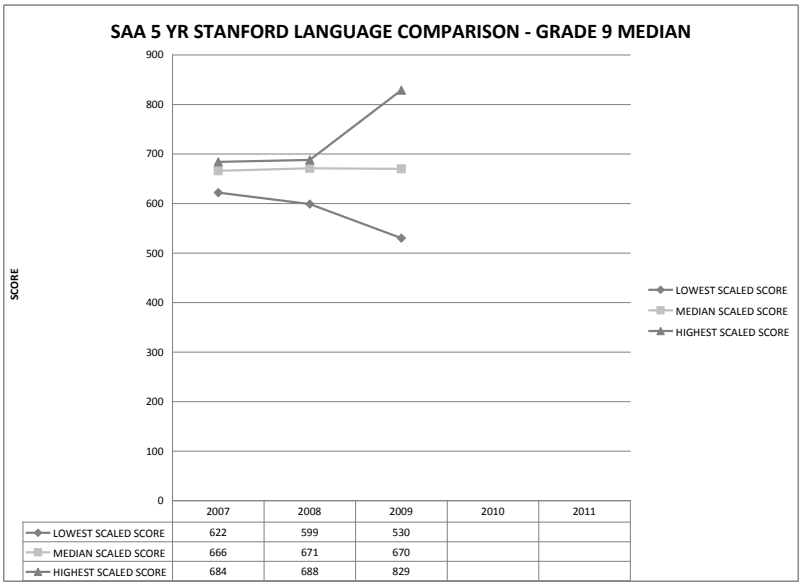
Same instructor as the previous grade: The PMP will address mathematics in several ways however we have some indication at what we are doing is starting to be effective with the merged students. We have doubled these children's math contact time since February.





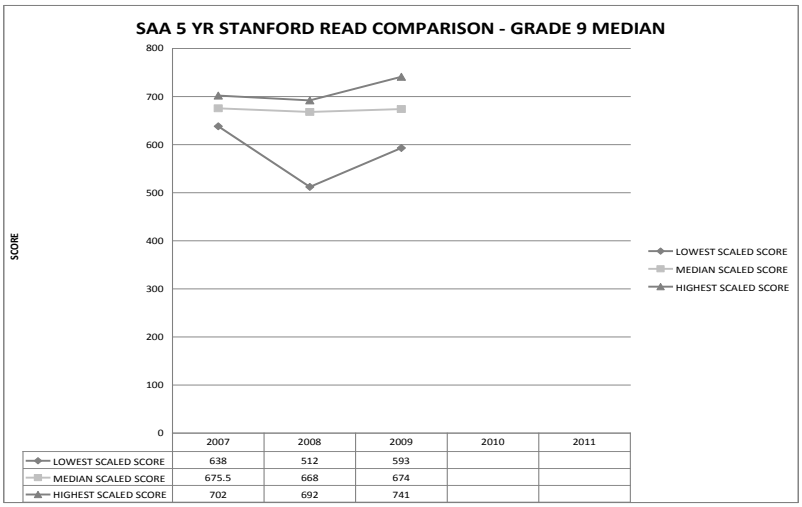


AIMS Data correlates with the Data that the benchmarks provided earlier with mathematics and language (writing) showing up as the primary areas where we need to improve. When we took on an underperforming school and blended it with a performing school we anticipated this problem. The data in the future as we implement our PMP should and will move back to the performing area. We are confident in our ability to change the educational outcomes for our children.

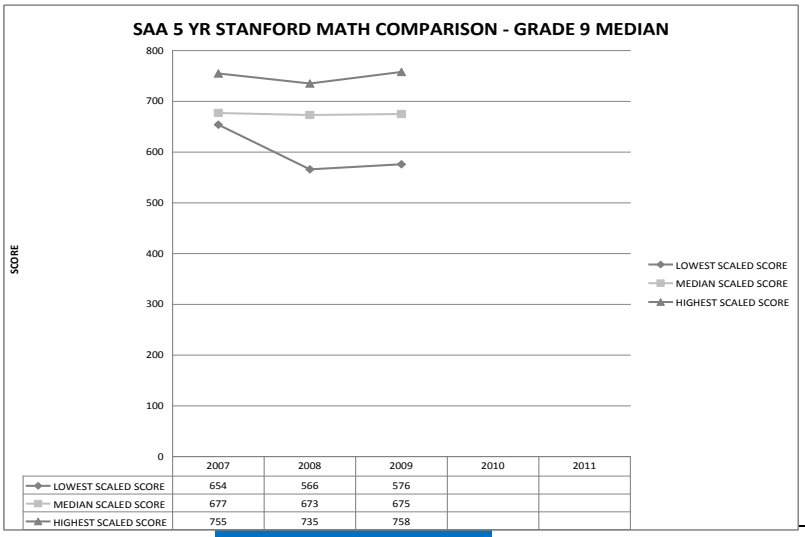


	2007	2008	2009	2010	2011
LOWEST SCALED SCORE	622	599	530		
MEDIAN SCALED SCORE	666	671	670		
HIGHEST SCALED SCORE	684	688	829		

The data shows (at the student level) the disparity between students that were part of the Family Learning School and LCBA at the time of the merger. The higher performances were from the former school. As we acculturate these students and implement our plan we expect data in the Stanford reflective of what we are seeing in our Reading data for DORA and DIBELS.



	2007	2008	2009	2010	2011
LOWEST SCALED SCORE	638	512	593		
MEDIAN SCALED SCORE	675.5	668	674		
HIGHEST SCALED SCORE	702	692	741		



	2007	2008	2009	2010	2011
LOWEST SCALED SCORE	654	566	576		
MEDIAN SCALED SCORE	677	673	675		
HIGHEST SCALED SCORE	755	735	758		

Data Discussion

As stated in the introduction of this document we have combined a highly successful program, Sequoia Family Learning with another program that was struggling to achieve. This combination of students is reflected in the data.

Sequoia Family Learning's data for the first two of the five years was reflective of the nature of the students and the success of the program. Year three through five in reading show growth in the success rate achieved with the merged population and we feel show the viability of the program and its ability to change these students' outcomes.

Mathematics performance has been disappointing. We have replaced staff, brought in new mathematics teachers and have worked toward improving the elementary foundation that our children receive. Training for the mathematics program has been ongoing and is supported by our professional learning communities PLCs. We have data teams meeting regularly to discuss the data and plan interventions. This is reflected in our management plan.

As stated earlier, the "heart and soul" was put back into the school by a team-oriented staff. While we have noted a decline that occurred as a result of the blending of two cultures we have already tracked increased academic success, due to the change in the environment. Our performance plans reflect an attention to the data and a commitment to change to bring our school back to the high standards that we achieved prior to taking on the challenge we took.

We expect to see marked increase in our mathematics based on this performance plan being executed. Sequoia Arts and Academics has put a process in place that should show marked increases in the next few years. We look forward to meeting and exceeding expectations as we move ahead.

Addendum

The following narrative:

- ✓ Describes the initiatives outlined on the prior pages.
- ✓ Provides a context of how they were developed
- ✓ Describes the implementation process
- ✓ Describes the monitoring process
- ✓ Includes policies and procedures related to the initiative
- ✓ Describes the integration with Arizona and National Academic Standards
- ✓ Discusses professional development associated with the initiatives
- ✓ Analyzes tools used to review the data and the data's relationship to improving student achievement
- ✓ Relates this through supervision and evaluation with teacher effectiveness
- ✓ Describes the data presentation used in the school's narrative, and how it is related to our management plan

Sequoia Supervision and Evaluation Process

Fully implemented in 2010 – 2011 the Sequoia Supervision and Evaluation process is documented and fully reproduced in the documentation provided to the Charter School Board for each school's renewal. (See: Sequoia Supervision and Evaluation Model for Teacher (and Principal) Effectiveness). Work on this implementation began in 2009 (prior to any State mandate). Mr. Neil and the board had used several tools prior to committing to asking the staff to develop the attached model.

The Sequoia supervision and evaluation program is based on the premise that supervision and evaluation of the instructional program is essential to the efficacy and professional growth of the teacher and principal. Any performance management plan for a school must have a supporting system for supervision and evaluation that is designed to increase teaching effectiveness.

We believe it is imperative that the supervisor and teacher identify, analyze, and act on the results of supervision and evaluation activities and use the data gathered in this process in a meaningful, constructive, and timely way.

The tools we have created provide this data in useful, easy to understand, and meaningful ways to the organization and to the practitioners in the field.

We believe that learners benefit from teachers who are effective in the classroom. Teacher effectiveness improves when thoughts, practices and information are shared. Effective professional conversations improve teacher's effectiveness and school performance.

At Sequoia our Supervision and Evaluation protocols were established in 2009 – 2010, and have been setting the benchmark for Supervision and Evaluation in Arizona Charter Schools. We have presented this model at the Arizona State Charter Schools Conference (2011) and to the Arizona State Board for Charter Schools'.

Monitoring is done on a DAILY basis with principals in the classroom on frequently for informal observations, semi-formal observations and protocols (see model) and formal observational tools for substantive follow up for ineffective teachers. Assistant Superintendents provide this monitoring for principals utilizing a similar format and structure. Sequoia Arts and Academics Principal conducts daily, weekly, and semi-annual supervision and evaluation. Several staff members are on an intensive assistance program with one teacher receiving a weeks worth of observations and feedback in February.

The Supervision and Evaluation process captures all of the data on each person being supervised and provides us with a way to monitor the professional growth and efficacy of each staff member. Graphic data including student feedback on performance is provided during the evaluation process. Sequoia Arts and Academics used this data to inform its retention of staff. As noted several staff members were terminated as we evaluated the efficacy of our instruction.

Supervision and evaluation protocols are published and dates for monitoring the process are mandated in policy. Training in the method is continuously upgraded with special attention being given to inter-rater reliability at six annual principals' professional development days.

DATA DRIVEN DECISION MAKING

As noted, Sequoia provides several central office level staff members to provide the schools with data analysis services. Each principal is required to submit and review State testing, Sequoia Benchmark Testing, and any survey tool that Sequoia provides. This policy is institutionalized in Policy and Procedures. Sequoia Arts and Academics conduct data meetings on a regular basis to evaluate our data.

FAST MATH - Sequoia Schools uses FAST Math, an assessment program aligned to the Arizona Mathematics Standards. FAST is an acronym which stands for Focusing on Arizona Standards through Technology. FAST Math includes a Scope and Sequence for each grade level, micro-assessments aligned to each objective on the Scope and Sequence, benchmarks aligned to the essential objectives on the Scope and Sequence, and a skills test that assesses a student's knowledge of the basic math skills at each grade level. Monitoring is done at the local, district (dedicated staff (see chart)), and reviewed at the assistant superintendent and superintendent level.

Each quarter, Sequoia Schools Instructional Support personnel hand delivers math benchmark testing materials to grades 3 – 10. The benchmarks are then collected, scored, and the results provided to the teachers and principals. The K-2 teachers are given math benchmark testing materials at the beginning of the school year (initiated in 2011 at this level). They are responsible for administering, scoring, and recording the results of their math benchmarks. The principal monitors the results and provides feedback to the teacher regarding interventions and activities. Teachers are highly aware of the math benchmark data and use it to inform their instructional decisions. Students and parents are informed about the math benchmark results.

The development of FAST Math (Sequoia's Proprietary Program for Benchmarking Mathematics) began in 2002. Sequoia Arts and Academics is particularly interested in the data that we have gathered from FAST MATH and has decided to increase mathematics instruction adding another period each day as a result of this analysis.

Analysis reveals a 0.88 correlation between the results on FAST MATH and success on the AZ Standards. Data for FAST MATH is presented in the Charter and School Level Narrative.

DIBELS and DORA - Sequoia Schools uses DIBELS to assist in assessment of reading performance. The principal monitors DIBELS results and provides feedback to the teacher regarding interventions and activities. Teachers need to be highly aware of the DIBELS assessment data and use it to inform their instructional decisions and help struggling students get up to grade level. Students and their parents are also highly aware of the student's DIBELS assessment scores and progress. It is expected (in policy and procedures) that this discussion take place during parent conferences.

DIBELS testing is done at least once a quarter. However, for struggling students, progress monitoring with greater frequency is required by Sequoia Schools according to the following schedule:

- Weekly for at risk students
- At least every other week for students with some risk

Sequoia does not require progress monitoring of students that are at grade level on DIBELS.

DIBELS graphic results for the Charter are presented at the end of the Charter – School Level Narrative.

Similar protocols are used for the DORA testing at each school. Sequoia Arts and Academics reading data has show consistent improvement since the merger. We are confident that this will have a positive benefit in the mathematics scores as the relationship between reading and mathematics is clear. Sequoia Arts and Academics primary teachers meet regularly to discuss the data and use it to inform decision making. They are evaluated on this integration of data using several of the rubrics on our evaluation tool.

AZ AIMS Testing - Annual AIMS testing is an integral part of each school's AYP (Adequate Yearly Progress) and AZ LEARNS (Measurements taken by ADE to determine if each school is meeting "No Child Left Behind" and other state mandated requirements). All AIMS information can be accessed at the following site: http://www.azed.gov/standards-practices/

Special education students taking AIMS are granted various accommodations that must be followed as the test is planned and administered. Teachers should review each student's IEP prior to administering the test so that they are prepared to provide the stated accommodations as written with no exceptions.

Each year ADE provides fall and spring AIMS workshops which outline test guidelines, the ordering process and materials security and return instructions. Principals and/or a designee are required to attend this training and will be provided with hard copies of all the materials covered at the workshop. Upon completion of the workshop, each site should determine a plan of action to insure a smooth testing period. The principal and each staff member are responsible for all AIMS administration and record keeping. Graphs regarding AIMS and Stanford results are provided in the Charter-School Level Narratives.

A Five Year Testing Calendar provided by ADE helps each school plan their calendars to insure that adequate instruction and preparation has been given before the test.

Stanford 10 Testing - Stanford 10 Testing is required by state law and is conducted every spring for 2nd and 9th grade students over a one or two day testing period. The Stanford 10 Test provides each student's national percentile rankings in core subjects. The results of the Stanford 10 test can be used to determine student strengths and weaknesses and help them better prepare for AIMS testing. Sequoia Schools provide tutoring and after school programs at many sites to reinforce and encourage students' skills. Mandatory remediation is provided at Sequoia Arts and Academics.

Data is gathered and analyzed at the central office level and at the school level. AIMS and Stanford Testing results are widely distributed to staff. At Sequoia Arts and Academics this is part of our data team's activities.

At Sequoia Arts and Academics our evaluation rubrics (see rubric 18-21 (Sequoia Teacher Effectiveness Rubric) specifically address the use and reporting of data from AIMS, Stanford, and Benchmark testing.

Formative, Summative and Performance Assessments **-** Teachers are expected to use formative, summative and performance assessments in their teaching. Monitoring and expectations for these assessments is provided for in the Teacher Effectiveness Rubrics. Sequoia tracks all teacher assessments through supervision and the Power School database. There must be a correlation between these assessments and the school's curriculum as stated in Curriculum Maps and Lesson Plans.

POLICIES AND PROCEDURES

All Sequoia Charters are required to use Sequoia's Policies and Procedures to guide their day to day activities. As part of the supervision and evaluation system, all staff is rated on their understanding and implementation of Sequoia's Policies and Procedures.

Web based, linked support for staff on Sequoia policies and procedures. These resources include academic, social curriculum, professional and disciplinary supports. Expectations for interventions, special education, and student – staff interactions are all part of these procedures. Please visit our website for the entire document.

CURRICULUM MAPS AND CURRICULUM ALIGNMENT TO STATE AND COMMON CORE STANDARDS

Curriculum Maps - Sequoia implemented a policy regarding the construction and utilization of Curriculum Maps in 2008 with mandatory participation in 2009.

Any teacher employed by Sequoia Choice Education and Development, and Edkey, Inc. is required to create and utilize a curriculum map in their core subject(s).

For the subject of reading the curriculum map needs to, at a minimum, address the following:

- Explicit vocabulary instruction
- Direct and explicit comprehension strategy instruction
- Opportunities for extended discussion of text meaning and interpretation
- Instruction in reading foundational skills (e.g., decoding and fluency) for students who need to be taught these skills

2009 Curriculum Maps Requirements

Elementary School Teachers

- Teachers at the Elementary level shall be required to complete a DRAFT of their curriculum map for English Language Arts by July 30, 2009 and submit it electronically to their principal and the Instructional Support Department.

Secondary School Teachers

- Teachers at the Secondary level shall be required to complete a DRAFT of at least one core subject/grade by July 30, 2009 and submit it electronically to their principal and the Instructional Support Department.
- All Teachers Employed After June 1, 2009
- Teachers employed after June 1, 2009 shall complete the first DRAFT of their curriculum map by January 21, 2010 and submit it electronically to their principal and the Instructional Support Department

2010 and Beyond Implementation (All Teachers Employed After 2009)

All teachers hired after 2009 shall be required to complete a DRAFT of their curriculum map according to the Elementary and Secondary guidelines above and submit it electronically to their principal and the Instructional Support Department within the first 3 months of their employment. Sequoia Arts and Academics fully implemented this process in 2010. It is a work in progress with monitoring during supervision and evaluation and during Professional Learning Sessions at the district and local level.

Failure to create and submit the required curriculum maps is viewed as a serious breach of Arizona's Professional Teaching Standards and may result in dismissal at Sequoia Arts and Academics.

Curriculum Maps guide instruction throughout the year and are amended, enhanced and discussed frequently.

Sequoia Staff has been provided Professional Development Days during the past five years to work on and learn about curriculum maps. New teachers are oriented to these protocols during a separate week of orientation for new teachers each year. Sequoia Arts and Academics uses the Arts component of our program to enhance the curriculum in the core subject areas.

Unwrapping the New Core Standards - Sequoia currently has district wide (all schools) participation of staff in the unwrapping of common core standards and their impact on curriculum at all of our schools. Sequoia Arts and Academics staff participates in this process. This process is monitored by members of the District Level Instructional Support Team as outlined previously. Principals, staff and the assistant

superintendents also monitor curriculum and decisions are made based on data whether to change practice based on these discussions.

(See also Sequoia Supervision for Teaching Effectiveness for rubrics related to staff implementation and monitoring of curriculum and staff expectations for curriculum maps.)

PROFESSIONAL LEARNING COMMUNITIES

Educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve.

PLC's operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

- DuFour, DuFour, Eaker, Many, 2006

Professional Learning Communities are

- A collaborative process
- Focused on student work and student learning
- Focused on Instructional Practice
- An empowering infrastructure of support
- Effective professional development
- Connected to the context of teachers' classrooms
- Action and results oriented
- Continuous school improvement

Professional Learning Communities at Sequoia:

- Professional
  - "Every teacher is a leader; every leader is a teacher."
- Learning
  - In a PLC School, learning applies as much to teachers, administrators, and parents as to students.
  - Focus on instruction, curriculum and assessment.
- Community
  - Support
  - Cooperation vs. competition
  - Focus intensely on the mission, vision, goals, and values.
  - Improvement of the whole vs. striving to get ahead individually.

Professional Learning Communities change the focus from "teaching" to "learning', and establishes a strong student centered environment.

Support for the organization wide and school level Professional Learning Communities is provided by the Instructional Support team identified earlier. Sequoia Arts and Academics also runs school based PLCs.

(See also Sequoia Supervision for Teaching Effectiveness for rubrics related to Professional Learning Communities and staff expectations for this vital part of our program.)

ACADEMIC LANGUAGE SUPPORT

Sequoia lists this as a separate component rather than linking it to Curriculum Mapping, Curriculum, and Unpacking the Core Standards because Academic Background knowledge consists of segments of information which have words and phrases associated with them. Numerous studies have found a positive correlation between academic background knowledge and achievement in school.

Students who have a large amount of academic background knowledge about a topic learn new information on the same subject easier and quicker than those who do not. Moreover, studies have revealed a significant relationship between knowledge of academic information and achievement later in life.

In Building Background Knowledge for Academic Achievement: Research on What Works in Schools, Robert Marzano first outlines a program of wide reading to compensate for the lack of academic experiences. Its purpose is to provide a variety of virtual experiences. Then, he details a research based process for teaching academic terms, people, and events to build academic vocabulary.

Marzano details this process in his six step process for teaching new terms. Sequoia currently has brought all staff up to speed on this method training and paying for workshops for staff since 2008. We provide staff with access to Marzano's materials via our web page. All classrooms are expected to work on academic vocabulary during all of their lessons. Word walls are expected in each room. Monitoring is provided in our supervision and evaluation model, through checks on lesson plans and with daily visits. Several of our supervision and evaluation rubrics address this issue. At Sequoia Arts and Academics teachers are expected to keep word walls and to actively teach vocabulary. This effort is starting to pay off in our reading and language

data. We are concentrating on increasing our students' mathematics vocabulary as we have identified that deficit as a problem area.

Working with Students

Our students are the most important people at Sequoia Schools. *Sequoia Schools offers all students including those who have not been successful in other academic environments* a chance to succeed. Sequoia Schools strives to give its teachers the tools they need to work effectively with all students.

Each teacher, instructional aide and other staff member is responsible and evaluated (see Teacher Evaluation Artifact) for the following:

Assuring the safety and well-being of each student in their class and each student at the site on a daily basis;

Creating an environment of academic progress for each student in their class as outlined below:

1. Knowing each child in their class at a level sufficient to promote best teaching practices;
2. Supervising each of their students' personalized learning plans, attendance and behavior. This includes making learning goals, setting expectations for student performance and modifying their teaching and those goals and expectations as directed by the data;
3. Assessing, monitoring and acting on assessment data ***and*** information gleaned from dealing with the student as an individual;
4. Initiating consistent and pertinent contact with each student and their parents to communicate student performance and insure achievement of academic and individualized learning goals;
5. Maintaining accurate and timely records of student progress toward achievement of academic goals in Power School.
6. Maintaining accurate and timely records of student attendance and discipline in Power School
7. Designing and implementing the site's instructional program as outlined in the school's curriculum guides and curriculum maps;
8. Being an active member of the site's curriculum team;
9. Providing assistance to site staff and students in their particular area of certification and beyond as needed.

10. Supporting, implementing and enforcing all of Sequoia Schools' Policies and Procedures including student attendance, dress and behaviors.

Staff Expectations Regarding Student Achievement

In "What Works in Schools: Translating Research into Action", Marzano et al present a comprehensive survey of the research on best practices and rank the factors that impact student achievement. The chart on the next page consolidates the information and presents the factors, their rank and the descriptor used by the research.

School Level Factor	Rank	Descriptor used by Researchers of the Factor
Guaranteed and Viable Curriculum	**1**	**Opportunity to Learn** **Time, Content Coverage, Concentration of Teaching and Learning, Focus on Central Learning Skills, Emphasis on Basic Skill Acquisition**
Challenging Goals and Effective Feedback	**2**	**Monitoring of Student Progress** **High Expectations and Requirements** **Pressure to Achieve**
Parental and Community Involvement	**3**	**Parental Involvement** **Home – School Partnerships**
Safe and Orderly Environment	**4**	**School Climate / Safe and Orderly Atmosphere** **A LEARNING Environment** **Pupils have Rights and Expectations** **Positive Reinforcement**
Collegiality and Professionalism	**5**	**Leadership, Shared Vision and Goals** **Process Oriented Staff Development** **Cooperation** **A Learning Organization**

Chart 1.0 **Modification of Marzano et al 2003**

Student Achievement

Sequoia Schools' intention is to provide its staff with the tools needed to take "what works in schools" and apply it at each site. While the above factors are self-descriptive some deserve further explanation as outlined below:

Guaranteed and Viable Curriculum - A guaranteed and viable curriculum is not an accident. To be guaranteed and viable each teacher must create a meaningful annual curriculum map along with effective weekly and daily teaching plans that provide each student the opportunity to learn, that allow adequate time to cover all content satisfactorily, that focus on central learning skills and that emphasize basic skill acquisition

Children must be actively taught vocabulary to succeed in reading and other academic endeavors (See a complete list of necessary academic vocabulary for success in school and AIMS testing in Marzano's Word Lists a PDF file available.)

Challenging Goals and Effective Feedback - Each child will have a greater opportunity to achieve academic success if they are appropriately guided, challenged and monitored. As teachers help their students set realistic and attainable educational goals and then consistently work to fulfill, refine and report on those goals academic achievement will increase. We will outline the steps we have taken to manage the challenges we face at each site in the Performance Management Segment of this renewal application.

Parental and Community Involvement - Student achievement will rise in proportion to the level of parental or other interested parties' involvement in the child's learning. To this end, effective, consistent and regular communication between the school the teachers and the parents is imperative and must be an ever improving attribute at each site. This involvement is detailed in the specific school (charter) report that follows.

Effectively managed site councils are not only encouraged but required at each site. Each site administrator is encouraged to develop relationships with individuals and organizations that desire to assist in the educational process.

Safe and Orderly Environment - Students must feel safe while attending or in transit to or from their school. Classes must maintain a level of order that permits teaching and learning to occur. Students must understand and be empowered to claim their right to learn. We specifically teach the Social Curriculum at our sites and maintain a

highly trained group of teachers that help monitor and train staff on this method.

Collegiality and Professionalism

Sequoia Schools seek to become the standard for student success. As part of that vision each school is committed to creating an environment of collegial and professional relationships.

Collegiality - Sequoia Schools defines collegial behavior in terms of teachers and staff in a supportive role with one another. The ultimate goal is the academic success of each student. Open and civil interactions that are respectful of each professional's role in the education of students are expected.

Because of the correlation between professionalism and student achievement Sequoia Schools has placed a premium on attracting and keeping highly qualified and effective instructors. Each staff member is encouraged to constantly augment and monitor their professional growth. All principals are expected to attend the Arizona Principals' Academy as part of their professional growth.

Pedagogical Knowledge - Sequoia Schools seek pedagogical methods that lead to success in the educational environment. Research shows that when schools do the following action steps there is a high rate of academic success:

- Establish norms of conduct and behavior amongst staff that engender collegiality and professionalism.
- Establish methods of structures that allow professional staff input into decisions and policies for the organization.
- Engage teachers and staff in meaningful staff development activities.

Evaluating Pedagogical Success of a Principal - Principals are evaluated using the Sequoia Principals' Effectiveness model developed by Sequoia and presented at the annual Charter School Conference this October (2011). See artifacts section of this application). Principals are evaluated on their ability to effectively apply the following pedagogical skill sets in their schools:

- Be the academic leader of their school
- Resolve conflicts between themselves and their staff or district office
- Address and solve professional problems

- Share information about students and employees
- Communicate to third parties about their interactions with one another
- Conduct themselves professionally

Staff Competencies

Sequoia Schools' principals are the site supervisors at their site. Sequoia Schools' staffs are supervised based on expectations in the following components:

- Teachers' Professional Hierarchy
    - Teachers receive a copy of the Teachers' Professional Hierarchy (see Artifacts on Evaluation) and are supervised and evaluated based on their progress on this hierarchy.
    - In addition to this hierarchy teachers are expected to display the following:
        - Computer Resources Mastery
            - Sequoia Schools' staff members are expected to be proficient users of the computer systems and programs. To assist employees in this requirement Sequoia Schools Information Technology Department (IT) provides training on the computer systems when a new employee is hired or as requested.
            - Access to Sequoia Schools' computers is limited to students and/or employees of Sequoia Schools. Assignment of computer rights occurs after the employee is hired. All staff members are trained and sign off on Sequoia's Policies and Procedures regarding computer use and electronic communications. Our systems are highly monitored for internet safety.
        - Student Management Systems
            - All teachers are expected to be able to keep their student records up to date and accurate. Training on the school management system is conducted each August.

Control of the Learning Environment - The first task of the teacher is to establish the tone of the room as that of a classroom with expectations for students relating to talking in the room, entering and exiting the room, requesting assistance and other rules and procedures that promote an engaged learning environment. As noted earlier the Social Curriculum is actively taught in each of Sequoia's Schools.