StarShine Academy: Performance Narrative

1. Narrative Introduction

STARSHINE ACADEMY CREATIVE COMMUNITY and LEARNING CENTER

StarShine Academy Creative Community is the new home of the main campus for StarShine Academy, located within the Phoenix Discovery Triangle, the focus of a City of Phoenix economic development plan. StarShine Academy Creative Community will provide a demonstration of sustainability and learning, as a "Green" LEED-Certified project.

Located at 3535 E McDowell Rd in Phoenix, Arizona this 3½ acre campus consists of 7 buildings with over 22,000 SF under roof.

IBM Smarter Cities' initiative is a potential partner of StarShine, not only for technology interfaces for the schools, but also will provide our algorithm platform for individualized learning. The Why, What, When, Where, Who and How of learning is a basic infrastructure for a smarter city.

We are honored to have one of the most prestigious architects alive today, Vernon Swaback, as the Master Architect for this world-class project. Swaback, a longtime Board member of StarShine Academy, once a protégé of Frank Lloyd Wright, former chairman of the Frank Lloyd Wright Foundation, and author of several books including "The Creative Community" and 'Designing With Nature," will incorporate StarShine's mission of educating the child's body, mind, spirit, health, wealth and happiness through integration of nature and technology into the design of the campus.

StarShine Academy is currently occupying three of the buildings on the site for the remainder of this school year while beginning construction on a new state-of-the-art classroom building and a combination sports center/gymnasium/theater building. Construction will be handled by American Charter Development LLC & M-13 Construction of Springville, Utah.

The two new buildings and upgrades to existing building and build-outs of gardens and walkways throughout the property will be completed in July 2012, in time for the beginning of the 2012-2013 school year.

This new campus, designed to house 500 K-12 students, will also be home to:

- StarShine Academy Preschool – a facility designed to incorporate young preschool children into our community.

- StarShine Academy Elders Wisdom Center and Tribute to Veterans – a community center for older volunteers to get together on Campus.

- StarShine Academy Wellness & Dental Clinic – a facility designed to bring community people to the property and offer services.

- StarShine Academy Quintessential Institute For Teacher & Parent Training – the training arm of StarShine Academy.

- StarShine Academy Community Center – to be incorporated as part of the new gymnasium/theatre building.

- StarShine Academy "Mini W" – a facility of 16, short term boarding rooms for teachers and other educators training on the StarShine campus. Each room will be designed differently by a local Interior Designer as part of a contest to be held by Starwood - Westin Hotels.

StarShine Academy moved into this new facility over winter break so as to be ready for classes for our current students on January 2, 2012. StarShine Academy is now poised and working with several local and national philanthropists and philanthropy organizations on capital campaigns to ensure the future of this campus as a world-class creative community for education. During the move, nearly 100% of the existing students continued with StarShine in the new facility and an additional 35 students enrolled during January, demonstrating the desire for neighborhood families to have their children attend StarShine schools.

Among our organizational partners at the new campus are Arizona State University Skysong Innovation, Thunderbird Global University, Kids Rock Free (with Steve Miller Band, a non-profit organization backed by Fender Musical Instruments Corporation that helps children aged 7 to 17 receive a music education), Rich Dad/Rich Kids (an organization geared towards financial literacy founded by Robert Kiyosaki – a longtime supporter of StarShine Academy), Joe Foss Institute (an organization with a mission to teach patriotism, freedom, democracy & public service to our nation's youth), Robert Marzano Research, Macy's, and Lift Up America, to name a few.

These simple principles define STARSHINE and every person associated with it, including the students, parents, teachers, donors, corporate sponsors and volunteers. **Culture is more important than strategy and is StarShine's secret sauce.**

1. Everyone must agree with these to be involved

2. Everyone involved must meet the kids.

STARSHINE PRINCIPLES

1. **Every person born is unique and perfect and on their own road to discovering their dreams and highest calling.**
2. **We are on the planet to help one another toward achieving individual goals for the *Greater Good of All.***
3. **We each do the best that we can on each day, depending on what we know and understand, according to Maslow's Hierarchy.**
4. **Music is the first language.**
5. **Beautiful, safe environments that are clean and include art, music and nature inspire creativity and help to secure man's sustainability.**
6. **Teaching and learning gardening is a necessary part of becoming one with nature and the environment and is a means for personal health and community building.**

7. Celebrating local culture and global diversity allows for a rich life.

8. Practice: Connect versus Convince; Exercise: Compassion versus Judgment, Love versus Fear.

9. Individuals practice being ambassadors for their own country as well as a country other than their own.

10. Co-learning demonstrates that every person is a teacher and every teacher is a student.

11. Financial literacy fosters hope, belief and abundance as it facilitates a wise use of assets.

12. Partnering and mentoring fosters interdependence toward building common ground, as in *"the world agrees on time so everyone can communicate."*

13. Holistic explains that each event reinforces all. The pursuit of success and happiness, both individually and collectively, must include body, mind, spirit, health and wealth.

14. Leveraging technology facilitates connecting people; personal contact is vital.

15. World peace is a result of individual peace.

STARSHINE HAS RE-INVENTED EDUCATION

An Excerpt from the Corporate Accreditation Review Report sent October 21, 2008 from the Commission on International and Trans-Regional Accreditation, North Central Accreditation and AdvancEd. Earning both national and international accreditation was a four-year process, but ended with obtaining coveted recognition:

Commendations:

1. **President's Visionary Leadership.** The president provides exemplary visionary leadership that is the hallmark of the corporation. Her leadership and ability to enlist expertise of others are resulting in the development and implementation of school reform.
2. **StarShine Effect.** The "StarShine Effect" is a notable result of the systems that are in place to support the corporation mission. The StarShine Effect is recognized through successes, achievements, and accomplishments of the students, staff, volunteers, and partnerships.
3. **Curricular and Instructional Programs.** The curricular and instructional programs are supported in best practices. Examples include the following:
   - Utilizes principles of success for students,
   - Integrates technology within the curriculum and uses it as an instructional and learning tool,
   - Based on research of best-practices; brain-based, Maslow, Marzano
   - Makes connections for students between and among disciplines and real-life,
   - Provides an individualized learning plan for every student leading to a graduation plan,
   - Has content that is aligned with the Arizona state standards and assessments, and
   - Assures instructional methodologies that actively engage students in their learning.
4. **Collaborative Spirit, Passion, and Teamwork**. Executive-level leaders, board members, administrators, and staff members have a resilient and agile passion for their work, commitment to student success, and desire for making the world a better place, one child at a time. They set the standards high, and they help students achieve success.
5. **Community Outreach**. The corporation is dedicated to giving back to the communities, and students are required to participate (through school-based functions) in charitable outreach activities. The presence of StarShine Academies in high-risk neighborhoods is an example of the corporation living its mission.
6. **Vision and Mission**. StarShine Academy operates under the belief that its work can make the world a better place. The corporation continually seeks partnerships that will model for students the vision of a better way.
7. **Dynamic Balance**. The corporation maintains a dynamic balance in the curricular and instructional programs. For example, curriculum coursework is balanced with technology

delivery; academic content is balanced with active learning activities; textbooks are balanced with state-of-the-art technology.

WHO WE ARE TODAY

StarShine Academy creates transformational community schools by igniting and enabling the aspirations of all children and is particularly effective in at-risk communities. We are dedicated to helping every child find their talent and grow into a peaceful, productive, and successful person. Honored by the United Nations and educational leaders, StarShine is a model for a new generation of high-achieving, small, community schools. We help kids to save themselves as fast as we can.

The brand symbol for StarShine Academy is a Johnny Appleseed type of sower, spreading stars signifying hope for students. The brand symbol, created by master brander Scott Lerman, famous for his branding of Harley Davidson, has evolved into "The StarShine Effect" that has ultimately claimed state, national, and international recognition for StarShine Academy. StarShine Academy participates in Oprah Winfrey's model Ambassador Program, the 8 Millennium Developmental Goals, and the United Nations Ambassador Program for schools. StarShine Academy has inspired Peace Poles in numerous countries. Dr. Tom Horne, former Superintendent of Public Instruction, Arizona Department of Education, stated in a letter dated June 3, 2005, that *"StarShine Academy exemplifies the goals of the United Nations promoting a Culture of Peace and Community Empowerment by Bridging the Digital Divide. I have personally seen StarShine Academy meet and exceed each of the six objectives; respect all life, reject violence, share with others, listen to understand, preserve the planet, and rediscover solidarity."* Persons who are highly talented, world-renowned, wealthy, and in high elected positions have initiated contact with StarShine Academy to support and become part of this unique school. They report that the students of StarShine Academy seem to have a world-wide reach as they (the students) spread their hopes and their very real successes. Current Arizona Superintendent of Public Instruction, John Huppenthal met with StarShine leaders for several hours in December, 2011 to determine best ideas for partnering to help schools save state money

by performing better. Saving state funds by better-performing schools will be of great concern for the next several years.

Our Mission

Imagine if you could grow the world's best schools where they've never been grown before. Sow them like seeds through the countryside, into the cities, and across the planet. At **STARSHINE ACADEMY**, that's not just our dream, it's our mission.

The STARSHINE Effect: Growing K-12 Schools

StarShine Academy creates transformational community schools through inspiring and igniting the potential of children, while helping them to learn personal integrity, accountability and responsibility. They learn the value of giving back to their communities as well as the world. They also learn about the self-defeat created by living in a world of shame-blame-victim attitudes rather than attitudes of empowerment, academic learning and self- accountability.

Our Approach

A StarShine Academy International School provides a complete turn-key solution **"StarShine School In a Box"** for creating amazing K-12 charter schools. Loaded onto a dynamic technological interface, The Grid, it breeds a culture of the American Dream instead of the American Nightmare. It becomes a dynamic growth accelerator; supporting and transforming the people in it—the administrators, teachers, students, parents and community.

StarShine supports a three-pronged approach to reinventing schools:

1. **School Administration**: data interface with regulatory agencies and accreditation;
2. **Campus Management**: perpetual adaptation developing a complete "how-to" for every question that comes up in order to create an atmosphere that supports high-powered learning and sophisticated classroom operation; and
3. **Individual Student Realization** based on real time assessments of learning styles, brain training, individual student talent, individual student knowledge and the needs of society.

> The curriculum pulls a student through a maze of possibilities to allow for freedom and self-discipline that enables individual results and success. StarShine produces happy, well-rounded, excited, engaged citizens ready and begging to take on the challenges that lay before them, realizing dreams through education for all of us.

StarShine believes that a holistic approach to education is the best way to educate a child and ultimately improve the world. We focus on mind, body, spirit, health, wealth, and happiness. The world will be saved by growing the unique talents of every child. Our teachers support emerging talents with inspiration, admiration and encouragement. By focusing in on a child's uniqueness, we can individualize this holistic approach for maximum results.

StarShine helps students, teachers, and volunteers find and grow their highest and best use. Everyone can and must make a unique contribution. StarShine believes that when individuals are supported and their unique abilities celebrated, they become more respectful of others' unique abilities. They begin to recognize that the world is a big place, full of possibilities, as well as responsibilities. The seed of greatness that is born in every person, when nurtured and explored, creates an enthusiasm for living which causes each person to seek, find, and live their destiny. Abilities and desires are unique, just like fingerprints. When a person is supported to explore these unique abilities they become excited about their own future. Our world benefits from this excitement in every area. Ultimately this is the only means to true "Peace on Earth."

History

StarShine Academy is a perfect school, formed out of a belief that all children can learn to be a part of a more peaceful, contributing society. StarShine Academy has been an excellent Petri dish to study. It has become a pilot for success, particularly for children once ignored and undervalued by society. It has also become a beam of hope for corporate executives and community leaders who partner with StarShine to rediscover and follow their own lost dreams.

StarShine Academy began much like a one-room school house, incorporating kindergarten through 12+ grade, on September 3rd, 2002 with 28 kids. A garden growing in the school's center provides a metaphor for education, while also teaching environmental science and self-health responsibility. It is a state- and charity-funded charter school started in an unused church building, wired for high speed Internet, painted by community volunteers, modeled after other

successful schools, employing cutting-edge research, and leveraging strategic partnerships with corporations and government for education materials and internships. StarShine's original site was selected because it was located in an area with the highest crime rate, highest student attrition and teen pregnancies, below poverty, and 98% Hispanic, to show that in spite of dire circumstances surrounding the school, it could flourish. The school is now operating in a new facility nearby, with 130 children, and is used as a model to improve and create other excellent schools.

When the school opened, there was a lot of neighborhood excitement even though the grounds and building were in disrepair. The neighborhood had previously been one of the worst sites in Arizona for drive-by shootings and the park across the street was populated mostly by drug-dealing, crime-ridden inhabitants, many of whom made the park their resting place at night. The neighborhood community pool had been drained and the homes in the area looked as if all hope for vitality had ended many years ago. There was an overall ugliness that appears when beauty, hope and dreams become so clouded that trash, sickness and despair seem normal and thus are allowed to continue to grow.

Although many of the original students were high schoolers, none was able to read above third-grade level when the school opened, according to initial assessments using Lightspan testing. Lightspan and other assessments were used weekly to track whether or not the students were learning and displaying better social skills. The students had all transferred from other larger schools, mostly from Camelback High School and Creighton Elementary. It was obvious the students had been promoted without regard to whether they could read and write. Some of the students transferred as seniors in high school but in no way were prepared to graduate according to StarShine standards. It took two years to bring four students up to the standards required for graduation. Those students required enormous amounts of one-on-one tutoring, after-class assignments and fast-paced virtual classes, but they withstood the rigor required because they wanted to be the first to graduate in their families. StarShine taught them they were important to the world.

StarShine has been criticized for not giving up on kids, as it is our philosophy not to suspend or expel student and only in very rare circumstances have we been forced to do either. We try everything and every way to reach each student and bring them through their own ILP as

efficiently as possible. We do everything in our power to support great teachers wanting to do the right thing in their classrooms and to minimize stress to them while they teach.

During the first three years of operation, StarShine was the step-child of two other charter organizations. This explains why StarShine enters the charter renewal cycle years earlier than might be expected for a school not quite ten years old. The renewal calendar is based on the opening of the charter organization who first hosted StarShine.

Although the original school site has now moved nearby to a larger property, the original site and surrounding neighborhood has a vibrant community feeling now. Homes in the area have been cleaned and renovated. The outside entrance had a beautiful, colorful mural designed and painted by a famous architect and author of *Creative Communities,* Vernon Swaback. The neighborhood park and swimming pool usually have cars double parked as families gather to play with one another. Policemen eat lunch at picnic tables while teams practice baseball. The "throw-away, dropped-out kids" once prevalent in the neighborhood are now rare. Although we are now seeing the second or third child in a family graduate, for years all of our graduating students were the very first in their families to obtain high school graduation.

As beauty and hope began to grow within the walls of a little school, the energy was infused in surrounding neighbors. Last year, a new Starbucks opened on a nearby corner. The improvement in the surrounding neighborhood was one reason the school was chosen as a model site for peace initiative summits with the United Nations and a sustainability conference for September 11-21, 2004. As a United Nations team visited the school, one of them remarked that at the smallest level, the school has shown the world the way that we all can turn into a more peaceful, artful, and interdependent world. They said that the school was a perfect model for teaching world peace.

In 2007, StarShine Academy established a second campus in Glendale called StarShine St. John, to serve underprivileged kids with a history of low academic performance, low attendance, and intense family problems. The prototype established at the first campus proved to be an effective model for the new campus, despite the different ethnic makeup of the student body.

2. Curriculum Development

Introduction and Overview of teaching techniques and curriculum

Throughout the 10 years of operation, StarShine Academy has continued to strive for greatness in improving each student's math and reading knowledge and implementation. Each year all math, reading and language arts curricula and assessment data are analyzed. Appropriate changes, upgrades and improvements are made to the curriculum and instructional techniques.

We believe that all children learn at their own pace, therefore our curriculum serves many purposes, to teach each child individually at their own speed, and to teach children how to be life- long learners in a new global world.

StarShine's curriculum is literacy based and it interweaves StarShine's Guiding Principles of Mind, Body, Spirit, Health, Wealth, and Happiness with the mastery of the Arizona State Academic Standards. We teach children to connect by learning responsibility to the environment, nature, self, and with one another. We want children to learn how to build and live in a peaceful and sustainable global community.

Rather than try to 'fill children up' with knowledge, StarShine's focus is to 'light a flame' within each child that causes a yearning to know, to discover and to "Be" that can never be extinguished. StarShine believes that all children learn at their own pace, therefore our curriculum serves many purposes; to teach each child individually at their own pace through Individualized Learning Plans, and to teach children how to be life-long learners in a new global world.

StarShine's Curriculum is revolutionary, scientifically research based and it interweaves StarShine's Guiding Principles of Mind, Body, Spirit, Health, Wealth, and Happiness with the mastery guidance of the Arizona State Academic Standards, national Common Core Standards, the International Baccalaureate program, and CITA/NCA standards.

StarShine teaches children to connect by learning responsibility to the environment, nature, self, and with one another. We want children to learn how to build and live in a peaceful and sustainable world. The program encourages students to become:

- inquirers—their natural curiosity has been nurtured and they actively enjoy learning
- thinkers—they exercise initiative in applying thinking skills critically and creatively to solving complex problems
- communicators—they receive and express ideas and information confidently in more than one language
- risk-takers—they approach unfamiliar situations without anxiety and have the confidence to explore new ideas
- knowledgeable—they have explored themes that have global significance and have acquired a critical mass of knowledge
- principled—they have a sound grasp of the principles of moral reasoning and have acquired integrity, honesty and a sense of justice
- caring—they show sensitivity towards the needs and feelings of others, and have a sense of personal commitment to helping others
- open-minded—they respect the values of other individuals and cultures and seek to consider a range of points of view
- well-balanced—they understand the importance of physical and mental balance and personal well-being
- Reflective—they give thoughtful consideration to their own learning by constructively analyzing their personal strengths and weaknesses.

StarShine's unique assessment of each individual child is an important part of the curriculum as it both enhances learning and provides a roadmap of opportunities for students to reflect on what they know, understand and can do. The teachers' feedback to the students provides the guidance, the tools and the incentive for them to become more competent, more skillful and better at understanding how to learn.

Other than StarShine's commitment to the individual child, the most significant and distinctive feature of the StarShine Curriculum is that it utilizes the six trans-disciplinary themes developed by the International Baccalaureate program and the StarShine Guiding Principles.
These themes are about issues that have meaning for, and are important to, all of us. The program offers a balance between learning about or through the subject areas, and learning beyond them. The six themes of global significance create a trans-disciplinary framework that allows students to "step up" beyond the confines of learning within subject areas.

Body - Who we are

Mind - Where we are in place and time

Spirit - How we express ourselves

Wealth - How the world works

Health - How we organize ourselves

Happiness - Sharing the planet

StarShine Primary Years Program

Grades Kindergarten through 5th

Students in the 21st century are faced with the challenge of learning about an interconnected world where knowledge is constantly developing. The StarShine Primary Years Program prepares students to be active participants in a lifelong journey of learning. All students are immersed in advancing the proper use of technology.

The StarShine Primary Years Program focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside through holistic education and thematic based units integrated with hands on activities, music and art.

StarShine Middle Years and High School Program

Grades 6th through 12th

Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The StarShine Middle Years and High School Program is designed to help them find a sense of belonging in the ever-changing and

increasingly interrelated world around them and to foster a positive attitude toward learning, themselves and others. The curriculums for primary and middle school years are broad, inclusive and inquiry based. Teachers prepare materials, apply sound theory and good classroom practice, engage students in their own learning and seek reliable assessment to measure effective learning.

The StarShine Middle Years and High School Program provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers and sound decision makers.

The program consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study language arts, music, world cultures, executive protocol, humanities, science including permaculture gardening, mathematics, art, and physical education through an integration of individualized learning, Socratic theory, and technology. In the final year of the program, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the program. The StarShine diploma is a passport to higher education. Universities around the world welcome the unique characteristics of the StarShine High School Program.

Individual Learning Plans

The academic core content areas at StarShine are aligned to the Arizona State Academic Standards with Individual Learning Plans and Course Requirement Outlines. Individual Learning Plans are created for each student and are sequenced according to objectives that follow the student from grade to grade. They are used as a 'roadmap' for students to monitor their own progress and career goals, and aid students in taking ownership in their education, thus making it relevant and tying it to goals beyond high school. As part of the Individual Learning Plan, students receive ongoing instruction in goal setting and achievement. They then put this into practice for the remainder of their school career by writing goals to address their individual needs. Every student works with teachers to establish their goals, action steps to attain them, and formats to assess and demonstrate that they have achieved these goals. This assures that all

students' individual needs are met in addition to classroom and school-wide instruction. For junior high and high school students Course Requirement Outlines provide immediate feedback and describe the individual assignments that a student needs to complete for each course.

Thematic Units

Thematic Units teach relationships among disciplines. By its nature and definition, it is expansive, respecting no walls with names like math, science, social studies, and art. Thematic Units, put simply, take and nurture the natural propensity of humans to make connections between disciplines. Thematic Units allow students to apply knowledge and skills in a role-playing situation using standards and analytical or self-assessments. StarShine utilizes Thematic Units for science and social studies that integrate reading, writing and math standards along the science and social studies standards.

StarShine Curriculum incorporates the International Baccalaureate concept that was formulated by a group of eminent international educationalists who felt the need for a curriculum and assessment model, which recognized the importance of fostering international understanding through education. StarShine aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, create strength through diversity and make the world a fascinating place.

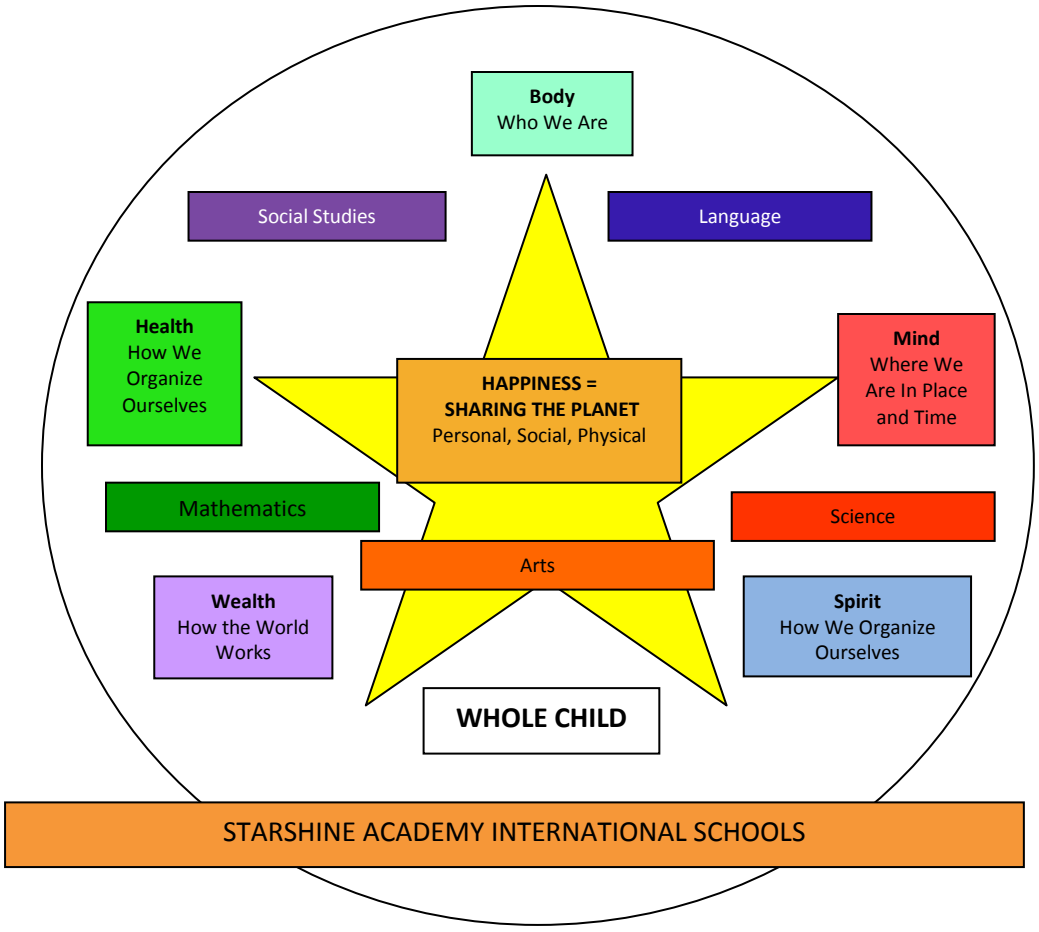
The International Baccalaureate strengthens the philosophical commitment to upholding high principles of fundamental human rights as articulated in the United Nations Declaration of Human Rights. Latterly, the IBO has become an agent for promoting international-mindedness, intercultural understanding and global peace. Many of its syllabuses have pioneered curriculum reform throughout the world.

Currently, a course on peace studies, which has been introduced into the curriculum of StarShine schools, is leading the way in the understanding of conflict, conflict resolution and global peace. Through the (SPED) StarShine Peace Education Department courses, students are finding a new

understanding between cultures and a realization of the futility of conflict.

StarShine and the IBO recognize that a school is a community of learners and students construct their own learning under guidance from their teachers. At the heart of StarShine's philosophy and curriculum program is a commitment to structured, purposeful inquiry as the leading vehicle for learning. Teachers are guided by the six trans-disciplinary themes as they design units of inquiry that both transcend and articulate conventional academics.

All students are required to follow a course in the Theory of Knowledge, to research and write an extended essay and offer a community service program in creativity, action and service, thus the StarShine Diploma brings rigor, breadth and balance to a student's life, through years of education, rather than a narrower, knowledge-based curriculum. StarShine schools are looking for a truly international perspective on learning as our schools attempt to prepare the children of today for the unknowns of the future world.



This curriculum was developed using the most advanced research on literacy development. Here are the main components of our curriculum and the research driven explanation for each component.

Sustained Silent Reading- SSR is a block of time set aside each day where the student reads independently in a comfortable quiet environment. It usually lasts from ten to thirty minutes and the student self-selects what they want to read.

> "Evidence for the value of free voluntary reading or recreational reading, continues to accumulate. In the last few decades, evidence from several areas continues to show that those who do more recreational reading show better development in reading, writing, grammar and vocabulary, These results hold for first and second language acquisition, and for children and adults." (Krashen, 2004)

Read Alouds- Read alouds occur when a teacher reads a book aloud to students and engages them with questioning and predicting.

> "Research indicates that reading aloud to children substantially improves their reading skills, as well as their written, oral, and auditory skills. In addition, children that hear read-alouds have an increased positive attitude towards reading more so than those that do not hear read alouds." (Quintell, 2009)

> "We read to children for all the same reasons we talk with children: to reassure, to entertain, to bond, to inform or explain, to arouse curiosity, to inspire. But in reading aloud, we also: condition the child's brain to associate reading with pleasure; create back ground knowledge; build vocabulary; [and] provide a reading role model" (Trelease, 2006)

Guided Reading- Guided reading is a program that helps students become good readers by providing individualized teacher instruction to a group of students. The teacher provides support for small groups of readers who are at a similar reading level. In the small groups, the student learns various literacy strategies including:

- ✓ Phonemic awareness - Children learn to notice mismatches between sound and meaning and teach children how to check on their reading.
- ✓ Phonics- Children learn strategies for decoding words (common sound-spelling patterns, consonant blends, diphthongs, phonograms.)
- ✓ Fluency- Children engage in repeated oral readings to improve fluency. The teachers provide explicit demonstrations and instruction in reading fluency.
- ✓ Vocabulary- The teacher introduces new vocabulary and word work to support comprehension (affixes, word structure, homophones, synonyms, etc.)
- ✓ Comprehension- Texts are "just right", a level that is in the student's control so that they know most of the words and can read fluently. Students learn strategies for comprehending text. In advanced levels, children learn to analyze, compare/contrast, and summarize the text.
- ✓ Writing- Children extend their understanding and vocabulary both through oral and written language.
- ✓ Motivation- Teachers select books that are interesting for students. Both fiction and non-fiction texts are used to spark interest and to allow children to learn the different ways to read, and find meaning, depending on the authors intended audience. Children develop a love of reading and become life-long readers.

While the teacher is instructing a small group, the remainders of students are in literacy centers. In the literacy centers, the children are reinforcing what they have learned with the teacher. Centers include:

- Listening Center
- Art Center
- Poetry Center
- Writing Center
- Buddy Reading
- Independent Reading
- Word work
- Word sort
- Spelling Center
- Read the Room

> "The National Reading Panel (2000) argued that balanced approaches are preferable when teaching children to read, based on their review of scientific research based reading instructional practices used by teachers in classrooms across the country. Additionally, guided reading practices as part of a balanced literacy program conform to the recommendations on literacy as suggested in position statements by the International Reading Association/The National Association for the Education of Young Children (1998), and the National Council of Teachers of English (2002)." (Iaquinta, 2006)

Writer's Workshop- Writer's Workshop is a teaching technique that invites students to write by making the process a meaningful part of the classroom curriculum. Ideally, students are introduced to the process of writing in the early elementary grades and write daily through varied activities. Activities include a mini-lesson focused on a writing skill and then student's progress through the steps of the writing process, Conferencing, First Draft, Work in progress, Revision, Illustrating, Final Editing, and Publishing. During the workshop, the teacher asks children where they are in the writing process (Status of Class). The teacher also goes around to the students and conferences with each student assisting them with their individual strengths and weaknesses. A conference log is kept in order for teachers to remember what the student was working on and what goals were set for that individual writer. The majority of the remaining time in Writer's Workshop is devoted to individual writing. Students begin to see themselves as writers, and find that they love to write. Sometimes the students choose what to write while other times the teacher chooses certain genres for the students to practice.

> "Research indicates that writer's workshop provides an excellent way to support and teach young children how to become good writers. Teachers who use writer's workshop in the classroom agree that writer's workshop prepares students for conventional writing." (Landry, 2008)

StarShine's Guiding Principles-How Aligned into StarShine Academy Curriculum

- **Gardening-** Students learn all aspects of gardening from permaculture, nutrition, planting, types of plants, etc.
- **Yoga-** Students get to learn how to tune into their own bodies. They learn the act of relaxation and stress reduction.
- **Ambassadorship-** Each student is given a country and they learn about their country connecting it to the curriculum through science, math and social studies.
- **Career Goals-** Each student is encouraged to see themselves in the future as successful agents of the global community by thinking about their individual dreams and goals. They begin this by making a vision map. A vision map is a collage of pictures that become pictures in our mind, aiding in the manifestation of our hopes and dreams.
- **Music-** Music is the first language of humankind. It is essential to the whole development of a child.
- **Art-** Art inspires our creativity. Children need art to express themselves.
- **Peace-** World peace is a result of individual peace.
- **Global Culture and Diversity-** Celebrating the differences that we all have allows for a rich life.
- **Connect vs. Convince-** Allow learning to become a connection between teacher and student vs. convincing a student to learn something. We teach to value and connect with other people's opinions as their own rather than convincing them of ours. We can meet half way.
- **Co-learning-** Every person is a teacher and every teacher is a student.
- **Financial Literacy-** Students learn to use our resources wisely to foster hope and abundance.
- **Partnering and Mentoring-**
- **Holistic-** The pursuit of success and happiness, both individually and collectively, must include body, mind, spirit, health, and wealth.
- **Technology-** The world is increasing dependent on technology and the world's jobs use technology, therefore we teach our students how to utilize technology in learning and individual discovery of knowledge.

Thematic Units- StarShine's Thematic Units are driven by language arts allowing students to discover the interwoven links in our world through science and social studies. Each unit lasts from one week to a few weeks in duration. The units help students find knowledge and content and make connections in all that they see in the world.

Math- Math is integrated in the thematic units as much as possible but concepts also have to be reinforced connecting them to real life uses and situations.

Phonics- Phonics is crucial for students to learn the basic phonetic system of the English language. Therefore, phonics is taught explicitly in the lower grades to support children's literacy development.

Spelling- Literacy is dependent upon good spellers. Spelling is critical for writers to convey their intended meaning to their reading audience. Therefore, students use word walls, sorts, word work and other strategies to learn to spell.

Journal Writing- Students need to learn how to form ideas and express themselves through writing. Journaling allows them to connect themselves and make sense of the world around them. This also leads them to develop and acknowledge their own curiosity.

Word Walls- Word Walls become a kind of visual scaffolding that provides students with a reference for words they will need for literacy activities and helps them to make the transition to more independent reading and writing. Both teachers and students use them actively. Teachers call attention to each word placed on the wall and help the students learn it. The teacher continues to remind students about the words and encourage them to use those words in their reading and writing by playing word wall games.

Portfolios- Portfolios instill a sense of ownership in individual student learning. They learn to take pride in their accomplishments and witness their progress through their individual learning journey. A portfolio is a purposeful collection of student work that exhibits the student's effort, progress, and achievements in one or more areas. The collection must include student participation in selecting content, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection. Portfolios are used for many purposes including student-centered conferences.

Specific Curriculum Development by Academic Year

2011-12

In March 2011, further inquiries into research-based computer Math curricula for grades K-4 were undertaken. A computer based K-4 program, Dream Box, was purchased to provide differentiated instruction of and support for student acquisition of key foundational concepts in Mathematics. Dream Box is aligned with Common Core State Standards providing focused instruction in Counting and Cardinality, Comparing, Algebraic Reasoning, Number and Operations in Base Ten, and Number and Operations in Fractions. Materials from Dream Box were checked against the Common Core Standard's to ensure alignment.

In the fall of 2011-12, use of the Khan Academy Math program was initiated. The Khan Academy is a non-profit educational organization, created in 2006 by educator Salman Khan, a graduate of MIT. Khan Academy supplies an online collection of micro lectures via video tutorials. This program has proven to be highly engaging. It utilizes short video clip instruction that is tightly focused around an objective with practice problem sets that follow the instructional content. Students are able to receive supplementary instruction on an objective, review several practice sets, review the video clip as often as necessary and then tackle the area in A+LS Math in which they were experiencing difficulty in order to pass that particular part of the mathematics curriculum.

Headsprout! an early reading (K-2) and reading comprehension program (2-4), was implemented this year. HeadSprout provides individualized instruction, assessment, and appropriate placement options for early readers through a hybrid of highly interactive online instruction, multiple repetitions and opportunities for practice, materials for offline direct instruction and independent practice, and assessments. A 2003 journal article in Behavioral Technology Today © Cambridge Center for Behavioral reviewed the research trials and results of Headsprout! testing. Evidence of the Headsprout program being research-based and effective as developed was published in a 2003 paper from Florida Center for Reading Research.

Kindergarten through 2nd grade students engage in active manipulatives 'play' centers for independent exploration of foundational math skills such as ordering, classifying, counting, addition and subtraction, and shape recognition.

Reading

Elementary

Core: Reading A to Z (year 2 of implementation)

Core: Write A to Z (year 2 of implementation)

Core: Headsprout (new) see above

Core: Intervention: A+ 3-8 (year 8 of implementation, purchased updated/expanded version)

Intervention: Teacher-to-Teacher – Blue Box (year 4 of implementation)

High School

Core: A+ (year 8 of implementation, purchased updated/expanded version)

Intervention: DynEd Software – ELL (year 6 of implementation)

Math

Elementary

Core: Dreambox Math (new) see above

Core: A+ (year 8 of implementation, purchased updated/expanded version)

Intervention: Khan Academy (new) see above

Intervention: BrainWare Safari (new) BrainWare Safari strengthens neural connections in our brains in 41 skill areas of attention, memory, visual and auditory processing, thinking and sensory integration.

High School

Core: A+ (year 8 of implementation)

Intervention: Aceulus Math Online (year 5 of implementation)

Intervention: Khan Academy (new) see above

Intervention: BrainWare Safari (new) see above

2010-11

In the fall of 2010, inquiries were made into upgrades for the A+ Learning Systems (A+LS) software. The upgrade was purchased in June 2011. Installation was completed in July 2011.

The upgrade brought current titles and information into the core curriculum software (Reading/Literature, Math, Science, and Social Studies), allowed unlimited users, and allowed seamless access to the program from the Internet.

Reading A-Z, a K-5 program, was adopted in 2010-11. Learning A-Z (the parent organization) published their white paper demonstrating the efficacy of their research methods and offered comparisons to other comprehensive online reading acquisition program attributes. Reading A-Z and Write A-Z offered the scope and sequence necessary for StarShine Academy to progress our students reading and writing ability in our AZ Standards and Common Core based curriculum.

Reading

Elementary

Core: Reading A to Z (new) see above

Core: Write A to Z (new) see above

Intervention: A+ 3-8 (year 7 of implementation)

Intervention: Side-by-Side ELL Curriculum (year 4 of implementation)

Intervention: Dream Makers Language Arts (year 4 of implementation)

Intervention: Teacher-to-Teacher – Blue Box (year 3 of implementation)

High School

Core: A+ (year 7 of implementation)

Intervention: DynEd Software – ELL (year 5 of implementation)

Math

Elementary

Core: Harcourt Math (year 8 of implementation, purchased updated textbooks for K-3)

Intervention: Dream Makers – Math (year 5 of implementation)

Intervention: A+ (year 7 of implementation)

High School

Core: A+ (year 7 of implementation)

Intervention: Aceulus Math Online (year 4 of implementation)

2009-10

<u>Reading</u>

Elementary

Core: SRA k-6 (year 6 of implementation) starting to phase out

Core: Guided Reading (year 2 of implementation)

Core: Write Source (year 6 of implementation) starting to phase out

Intervention: A+ 3-8 (year 5 of implementation)

Intervention: Side-by-Side ELL Curriculum (year 2 of implementation)

Intervention: Dream Makers Language Arts (year 2 of implementation)

Intervention: Teacher-to-Teacher – Blue Box (new)

High School

Core: A+ (year 5 of implementation)

Core: Write Source (year 6 of implementation)

Intervention: DynEd Software – ELL (year 3 of implementation)

<u>Math</u>

Elementary

Core: Harcourt Math (year 6 of implementation)

Intervention: Dream Makers – Math (year 3 of implementation)

Intervention: A+ (year 5 of implementation)

High School

Core: A+ (year 5 of implementation)

Intervention: Aceulus Math Online (year 2 of implementation)

Math Specialist: 1 FTE

2008-09

<u>Reading</u>

Elementary

Core: SRA k-6 (year 5 of implementation)

Core: Guided Reading (new)

Core: Write Source (year 5 of implementation)

Intervention: Dream Makers Language Arts (new) multiple teacher resources for implementing hands on activities, direct instruction materials, and writing prompts.

Intervention: A+ 3-8 (year 4 of implementation)

Intervention: Side-by-Side ELL Curriculum (new) offered supplementary hands-on direct instruction

Intervention: Teacher to Teacher – Blue Box (new) hands-on self-paced individualized supplementary materials for intermediate and middle school students.

High School

Core: A+ (year 4 of implementation)

Core: Write Source (year 5 of implementation)

Intervention: DynEd Software – ELL (year 2 of implementation)

Math Specialist: 1 FTE

<u>Math</u>

Elementary

Core: Harcourt Math (year 5 of implementation)

Intervention: Dream Makers – Math (year 2 of implementation)

Intervention: A+ (year 4 of implementation)

High School

Core: A+ (year 4 of implementation)

Intervention: Aceulus Math Online (new) Aceulus math supplemented the A+ presentation software format by showing an actual instructional lesson videotaped with an instructor and small groups of students thereby giving students access to multiple instructional styles.

2007-08

<u>Reading</u>

Elementary

Core: SRA k-6 (year 4 of implementation)

Core: Write Source (year 4 of implementation)

Intervention: A+ 3-8 (year 3 of implementation)

High School

Core: A+ (year 3 of implementation)

Core: Write Source (year 4 of implementation)

Intervention: DynEd Software – ELL (new) individually paced, interactive (speech/hearing) online software supplementing A+ and direct instruction

Math

Elementary

Core: Harcourt Math (year 4 of implementation)

Intervention: Dream Makers – Math (new, to assist with basic math skills)

Intervention: A+ (year 3 of implementation)

High School

Core: A+ (year 3 of implementation)

3. Monitoring Instruction of Arizona Academic Standards in Reading and/or Math

Lesson Plans

All teachers, both classroom and elective, are required to complete lesson plans weekly for their students. Lesson plans are due to the principal or assistant principal each Friday. Lesson plans align the StarShine curriculum to the Arizona Department of Education academic standards. Lesson plans are a weekly plan based on the semester and annual lesson plan that a teacher develops for their classroom.

Specific Integration steps by Academic Year:

2011-12

In May 2011, efforts to hire a highly qualified math specialist were undertaken. A specialist was hired for the Academic Year 2011-12 in June 2011. This individual is leading small-group AZ Standards based math intervention classes with students in grades 8 -10 and AZ Standards based instruction focusing narrowly on specific Performance Objectives for AIMS preparation with math students in grades 11-12. In the spring of 2012, additional pullout sessions were

implemented with the 5-6-7 grade classroom utilizing, in part, a manipulative set called Hands-On Algebra to introduce Algebra concepts and reinforce Standards based Pre-Algebra skills introduced during direct instruction in the classroom or via student work in A+LS math.
The Math Specialist works closely with classroom teachers in developing lesson plans, which address State and Common Core standards, individual student needs for either intervention or enrichment, and analyze student progress and curriculum efficacy.

2010-11

A 0.75 FTE Reading Specialist was hired who, in addition to direct student intervention, coached classroom teachers in Standards based Reading planning and, via classroom observations, ensured integration of Standards based instruction into the classroom. Additional training and monitoring to ensure integration of Standards based instruction was done by our Professional Development Coordinator this year ensuring that Standards were integrated not only into lesson planning but classroom delivery as well.

2009-10

A 1.17FTE math specialist provided training and monitoring of Standards based planning and classroom instruction in mathematics. Assistant Headmasters ensured integration of Standards based instruction in the classrooms via monitoring of weekly lesson plans and frequent classroom walkthroughs.

2008-09

1.15 intervention specialist hours provided not only Standards based instruction but coached and monitored classroom teacher integration of the standards via collaborative planning and informal classroom walkthroughs. Additionally, Assistant Headmasters monitored weekly lesson plans and classroom instruction to ensure integration of Standards into classroom instruction.

2007-08

1.0 FTE intervention specialist hours provided not only Standards based instruction but coached and monitored classroom teacher integration of the standards via collaborative planning and informal classroom walkthroughs. Additionally, Assistant Headmasters monitored weekly lesson plans and classroom instruction to ensure integration of Standards into classroom instruction.

4. Monitoring and Documenting Student Proficiency

Individual Learning Plans (ILP)

Students have current Individual Learning Plans (ILPs). Students receive ongoing instruction in goal setting and achievement. They then put this into practice for the remainder of their school career by writing goals to address their individual needs. Every student can work with teachers to establish their goals, action steps to attain them, and formats to assess and demonstrate that they have achieved their goals. This assures that all students' individual needs are met in addition to classroom and school-wide instruction. ILPs also aid students in taking ownership of their education, making it relevant and tying it to goals beyond high school.

Response to Intervention

Students are assessed in reading, writing, and math through the Response to Intervention Program. 7th through high school students are assessed in reading using the VAG and A+ Assessment System. With RTI, low-performing children are offered intense, individualized academic intervention. Student progress is monitored to see if response to this intervention yields adequate academic growth. Students are assessed at the beginning of the school year and at the end of each quarter. Teachers use the results of the assessment to improve individualized instruction for their students. The assessment results, list of students in intervention, and intervention plans are due to the principal or assistant principal at the beginning of the school year and at the end of each quarter.

Specific Monitoring and Documenting Student Proficiency items by Academic Year 2011-12

DIBELS Next are being given three times this year. Data for progress in the five key areas: Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency, Vocabulary, and Comprehension is/will be gathered, individual student needs progress analyzed, and recommendations for next step actions given to the classroom teachers by the Reading Specialist.

In the spring of 2012, Galileo was purchased to provide consistent and immediately available pre and post assessment data to the classroom teachers, students, parents, and district administrators.

Galileo data will be used to identify students who may need either intervention support or enrichment opportunities in mathematics and reading.

Each year interim quarterly math and reading skills are assessed via informal assessments and teacher created formative assessments.

For the year 2011 – 12, a StarShine data analysis team was formed comprised of the district's assistant Headmasters, Special Education Coordinator/Dibels Testing Coordinator, Technical Director/ lead senior high math teacher, the district's CFO, the Superintendent, and the district's Technical Consultant. In part, their function is to review AIMS, SAT 10, DIBELS, and AZELLA results data, track student progress by subject test, and use the analysis in making recommendations for curricula review.

Pupil Data Analysis:

Data from A+ Learning Systems is provided from the software. The program analyzes and breaks down performance by Process categories and Curriculum Content categories. Process category data provided was for: Knowing Facts and Procedures, Using Concepts, Solving Routine Problems, and Reasoning. Curriculum Content data provided was for: Geometry, Measurement, Numbers and Operations, Algebra/Patterns and Functions, and Data Analysis & Probability.

Khan Academy (math supplement and enrichment program) data was pulled from the program usage files. Teachers are listed as a "coach" on the student's work file. Coaches may review date-entered program, content areas visited, and modules completed.

2010-11

In 2010-11, DIBELS Next was given three times per year. Data for progress in the five key areas: Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency, Vocabulary, and Comprehension were gathered, individual student baseline/progress analyzed, and recommendations for next step actions given by the Reading Specialist to classroom teachers.

For the year 2010-11, a StarShine data analysis team was formed comprised of the district's assistant Headmasters, Special Education Coordinator/DIBELS Testing Coordinator, Technical Director/ lead senior high math teacher, the district's CFO, the Superintendent, and the district's Technical Consultant. In part, their function was to review AIMS, SAT 9, DIBELS, and AZELLA results data, track student progress by subject test, and use the analysis in making recommendations for curricula review.

Use of Reading A-Z was initiated this year. At the beginning of the year, Reading A-Z data showed only 10% of students were reading at grade level. By the end of the year, Reading A-Z assessments indicated that 50% of students were reading at grade level.

2009-10

For the academic year 2008-09, RTI continued to be used to monitor and document student proficiency.

2008-09

For the academic year 2008-09, RTI continued to be used to monitor and document student proficiency.

2007-08

For the academic year 2007-08, StarShine attended training on and subsequently initiated use of RTI in Math, Reading, and Writing data gathering, intervention planning, and follow up monitoring.

5. Professional Development

2011-12

As in prior years, selected StarShine staff members attended a number of educational conferences and seminars. We have annual representation at the Mega Conference, the Learning in the Brain Conference and ASU's Ed Tech and Innovation Conferences. This year we also attended Robert Marzano's 'Building Engaged Schools' training and the ADE NCLB Conference. Findings and experiences from the conferences are handed down at our monthly

development sessions. Staff are encouraged to attend any conference, at StarShine expense, that they feel will help them grow professionally.

This year saw the staff attending the same internal development program as last upgraded in the 2009-10 academic year. Topics discussed in the year's development sessions include: Reading Comprehension Strategies, Common Core Curriculum Maps, Little Buddies/Big Buddies Program, Using the A+ Learning Link Assessments and Cris Tovani's "I Read It, But I Don't get It: Comprehension Strategies For Adolescent Readers" along with continued training on Robert Marzano's teaching and assessment techniques.

The introduction of the Dreambox math and Headsprout early reading and reading comprehension curricula brought about training from those companies on the application and interpretation of the reports from their products. Though these applications target the younger grades, all teaching staff attended to understand where they may be used as interventions.

Before this academic year began, StarShine became a Google Apps for Education district. An Intranet was developed on that platform to provide for Internet-based sharing of: teaching support materials, staff directory, school and individual calendars, forms and templates, announcements and ideas. Teachers now had the ability to easily create and share a web site for their classrooms. Training on Google Docs and the Intranet were provided at our annual Boot Camp for Teachers the week before school began. Individual training and assistance have been provided throughout the year on a need basis.

Individual training was made available on use of interactive Promethean Boards, including adoption of materials from Promethean Planet and creation of teachers' own flipcharts. The StarShine district currently has 3 boards, which are in use daily.

2010-11

Along with the usual annually attended conferences, StarShine had representation this year at IDEAL's STEM conference.

This year saw the staff attending the same internal development program as last upgraded in the 2009-10 academic year. Some of the highlights were training for Elementary Reading and Math

centers and modules, updating of ILPs and Transcripts, working with ELL students, working with A+, monthly Curriculum Maps, Basics of Grant Writing and our Radio program.

Trainers from Aceulus Corp. provided on-site instruction on the configuration and use of their math servers and gave a glimpse of the improvements in the newest servers. Later in the year, Andy Klunk, the St. John campus high school teacher, provided information on his campus' piloting of the Khan Academy web site, which would ultimately supplant Aceulus as an on-line means of providing math video lectures.

2009-10

Along with the usual annually attended conferences, StarShine had representation this year at IDEAL's conference on technology for the classroom.

The internal development program schedule was augmented this year by a full day of professional development topics and discussions following the breaks at the end of the first, second and third quarters. The monthly half-day sessions continued as before. Topics of discussion in the year's professional development meetings included: Explanation of Insurance Benefits, the Ambassador Curriculum, Tips on Integrating Science throughout the Day, DISC Surveys and what to make of the results, Presidential Fitness Program, Techniques for Teaching Math, the StarShine Teacher Field Manuals, the Special Education Process, use of TeamEx and End of Year Procedures.

The Aceulus math program was introduced this year and the middle and high school teachers were provided with instruction on configuration, student use and reporting capabilities.

2008-09

Along with the usual annually attended conferences, StarShine had representation this year at the AZ LEADS Conference and the Intel Teach session.

StarShine introduced a novel week of Boot Camp for teachers this year. It took place the week before school opened with the following goals:

1. Become proficient at creating digital stories/small movies.

2. Exhibit knowledge of public speaking skills and an understanding of how to promote this knowledge inside of the classroom.
3. Exhibit knowledge of executive protocol and handshaking.
4. Demonstrate knowledge of systems of constant research and development of curriculum improvements and integrating them into StarShine.
5. Demonstrate use of ABC and time management systems for improvement of classroom management.
6. Demonstrate a basic knowledge of Yoga and Morning Opening Procedures for the school.
7. Take part in a school skit using the Disney curriculum.
8. Demonstrate knowledge and integration of brain-researched learning and how to deeply affect the learning curve for each student by using brain-engaging techniques.
9. Exhibit ways for the classroom to improve the three areas that drive all human decisions:
    a. The need to feel lovable
    b. The need to feel significant
    c. The need to feel relevant

Boot Camp for Teachers is now an every year occurrence, and helps new teachers understand the district philosophy quickly. The agenda for the week has remained consistent in structure, though the topics addressed have changed with the overall curriculum and technical environment.

StarShine's internal development program schedule was modified this year to reduce the number of afternoons set aside for Parent/Teacher conferences from 3 to just 2 at the end of each quarter. This year marked the addition of the Blue Box, Guided Reading, Aceulus math and training for the tools.

2007-08

This year, StarShine set aside one afternoon a month for Professional Development. Every second Tuesday was declared an early release day to enable all district staff to get together for information sharing and training sessions. Three half-days at the end of each quarter allowed teachers to share best-known methods while entertaining Parent/Teacher conferences.

Most of the Professional Development discussions for the year focused on Curriculum development and on training for Curriculum tools. Training was provided for DynEd, a new tool for English Language Learners, and for Dream Makers math in the Elementary grades.

Staff attended RTI training for response to intervention in Math, Reading, and Writing which was then implemented for use in 2007-08 and subsequent years

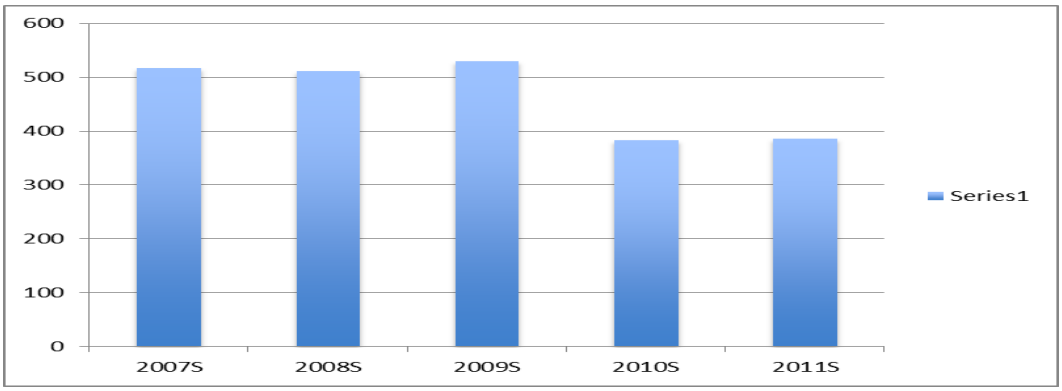
6. Data Analysis and Results

2011-12 Data Findings:

AIMS Analysis

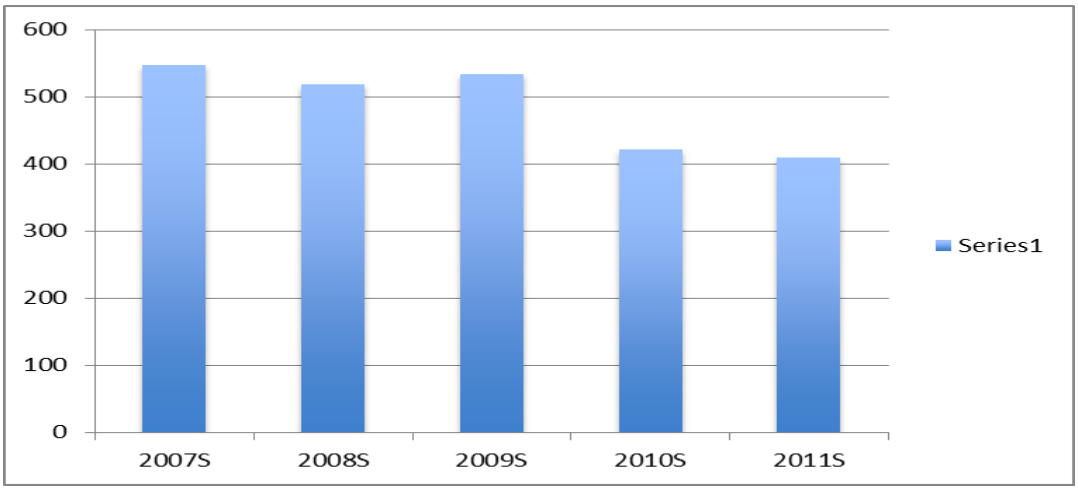
A comparative analysis of AIMS Math scores from spring testing in 2007 – 2011, shows that the years in which StarShine Academy had a math specialist scores improved, declining in the year that we did not. A Math Specialist was subsequently hired for the academic year 2011-12 and we plan to have at least two FTE Math Specialists in 2012-13 (and thereafter) based on this knowledge. (See Performance Management Plan, Math)

AIMS Math Spring Scores Grades 3 - 12



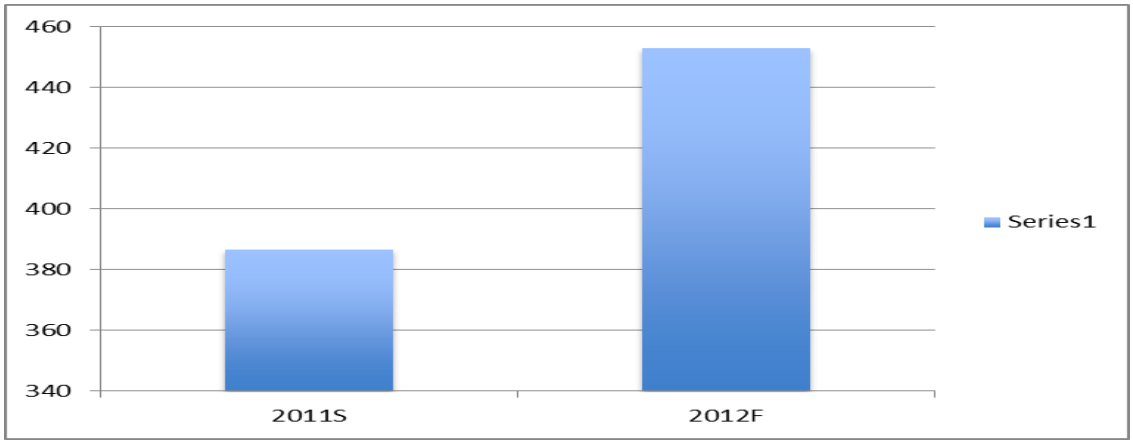
Of students who have been with StarShine three years or more, their scores were higher than the entire group for each year. We feel that this is due to the emphasis we have placed on providing instruction on multiple instructional platforms (direct, guided practice in small group setting, individual online, etc.), differentiating instruction delivery for every student, and the StarShine Academy culture and; further, that this underscores the success of the StarShine Model.

AIMS Math Scores 2007-11 of students with StarShine 3 or more years



Data comparing High School math scores for spring 2010-11 to Fall 2011-12 showed a significant increase. We strongly feel this is attributable to having hired our Math Specialist and thus have put plans for expanding Math Specialist services in our Performance Management Plan district-wide.

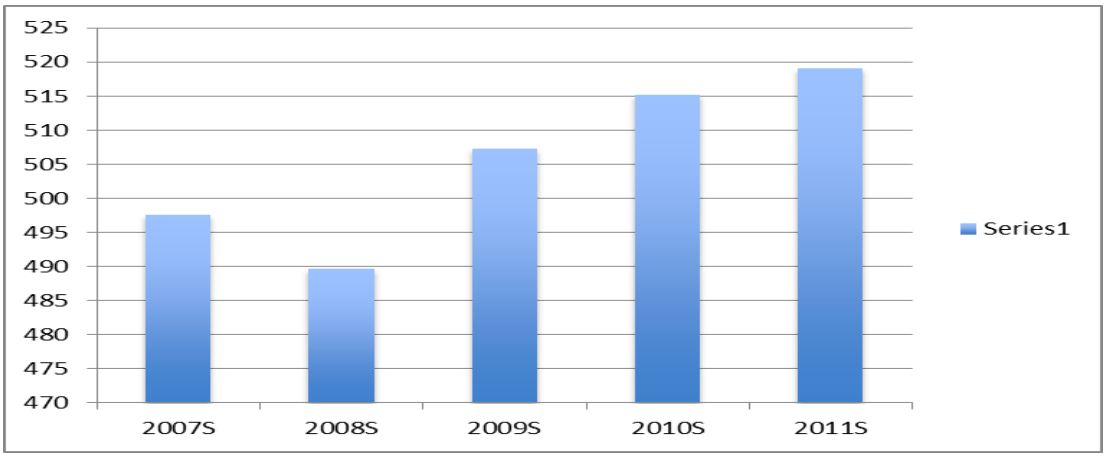
AIMS H/S Math S2010-11 and F2011-12



READING

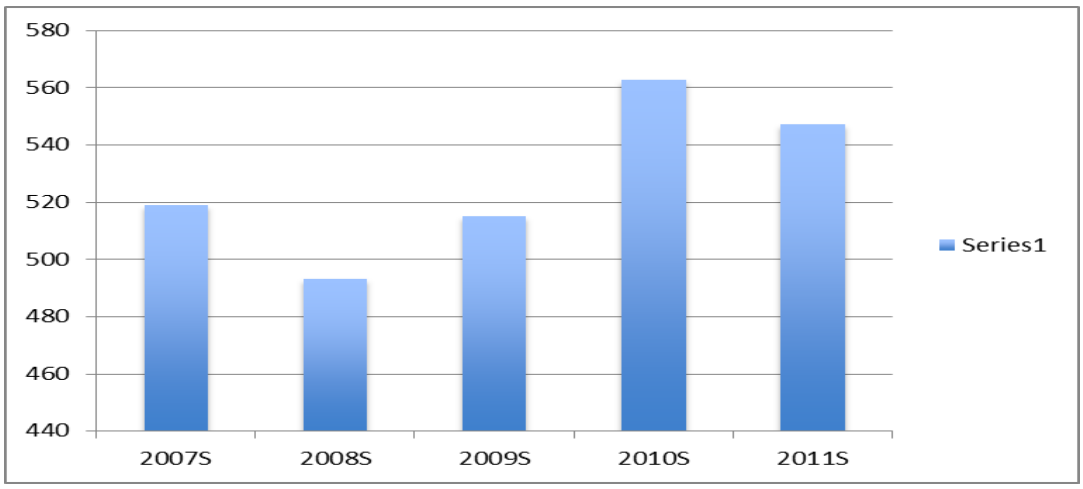
AIMS Reading Analysis demonstrated an upward positive trend in reading scores. (Note: for the academic year 2009-10, Teacher-to-Teacher Blue Box Reading Intervention was implemented in the curriculum.

AIMS Spring Reading Scores grades 3 – 12



Our analysis of student scores in Reading who have been with us 3 or more years shows a similar though not as strong trend. Our Performance Management Plan reflects our awareness of this through implementation of Wordly Wise 3000, Waterford Early Learning Reading and SRA Reading acquisition curricula. In addition to consistent, regular data gathering from the existing and newly implemented curricula, gathering and analysis of reading data via Galileo will give us a performance baseline early in the year, allow for quick feedback to the classroom teacher and immediate actions made for intervention or enrichment as warranted.

AIMS Reading Scores of students at StarShine 3 or more years



A+ Learning Systems/Learning Links Math

After upgrading to A+Learning Systems *Learning Links* program for gathering program data in 2011-12, an Analysis of A+LS student progress in math showed the following data by grade level category:

Note: a stanine of 4 is low- average nationally in this A+LS Learning Links data set analysis

Grades 8-12: 77% of students in this grade level are at a stanine of 4 or higher.
34% of students in this grade level are 50% or higher in the national percentile ranking.

Grade 7: 50% of students in this grade level are at a stanine of 4 or higher.
25% of students in this grade level are 50% or higher in the national percentile ranking.

Grade 6: 60% of students in this grade level are at a stanine of 5 or higher.
60% of students in this grade level are 50% or higher in the national percentile ranking.

Grade 5: 40% of students in this grade level are at a stanine of 4 or higher.

Grade 3-4: 50% of students in this grade level are at a stanine of 4 or higher.

Khan Academy data shows that 65% of students on Khan Academy MATH had completed 18 or more modules since starting the program. Module completion is monitored within the program. Completion of a module means a student completed 10 consecutive questions correctly in that module. Students are motivated to repeat the instructional portion and retest in order to successfully complete a module. StarShine teachers are pleased with the engagement shown by students using Khan Academy.

RESULTS

- **Accomplishments**
    - Each year since inception, we have had an exemplary graduation rate and a remarkably small number of dropouts.
    - 86% percent of the graduates are continuing pursuit of college and/or technical school while staying involved with StarShine as alumni.

- Consistently StarShine students' attendance rate is higher than other schools with similar demographics.
- State proficiency tests in reading have been on an uptrend over the past five years. Math results suffered temporarily from the loss of a key staff member, but are now recovering since we hired a new math specialist.
- StarShine's permaculture bio-sustainable gardening program has been used as an example for Western Growers and the International Slow Food Movement. The Ritz Carlton Executive Chef uses it to teach cooking to the students.
- In 2002 the school initiated the annual "11 Days of Peace & Sustainability" to memorialize 9-11. The school schedules special educational activities for the eleven days starting September 11 and ending on September 21, the annual International Day of Peace. In conjunction with "11 Days", we have hosted the U.N. Peace Pals Art Contest since 2004. Thousands of communities now participate in the event.
- The school has won numerous awards and has been publically recognized by community leaders, education leaders and international leaders.
- The students participate in TAO-Y, Translation Advancement of Youth, supported by Macy's, Wells Fargo, Target and other companies. It is part of the CTE program that includes financial literacy, business skills, radio, television and international ambassadorships.
- All students work on the Millennium Development Goals through our collaboration with Oprah Ambassadors Program and their own International Ambassadorship. They learn about sustainable efforts by working in our garden. They learn about health for themselves, other people and the planet.
- United States Association of Land Managers recognized our students for their work in our StarShine Garden, asking one student to travel to Kansas to speak at their national conference. Another student was recognized and hired by an international modeling agency for Macy's.
- Our STAR KidStar Radio program, part of our CTE program and managed by students, interviews business leaders from throughout the world and creates product reviews for several local companies.

- **Statistics**
  - The school has become known for creating economic development in some of the most violent areas of inner-city:
    - One student was waiting to go to adult prison as a 17 year old, as a result of 5 felonies, costing the state a minimum of $70,000 per year. The student became President of the Garden and such a model of success that the court deferred his prison date and eventually expunged his entire record. The young man graduated from Scottsdale Community College and works as an assistant manager today and dreams of becoming an FBI Agent.
    - The neighborhood has less crime, is cleaner and more cheerful.
- **Unique Processes and methods**
  - StarShine curriculum requirements include high-achievement academics intertwined with the development of body, mind, spirit, health, wealth and happiness.
  - All students take preliminary and post assessments to discover their natural instincts and their current level of knowledge and desire for knowledge.
  - Each student develops an Individual Learning Plan (ILP) designed with their goals, dream job (they can change their mind) and StarShine requirements toward graduation, linked to State, National and International Proficiency Standards.
  - All students participate in the arts, music, gardening and technology each day and are taught business skills beginning in kindergarten.
  - Each student is an ambassador for a foreign country.
  - Each student must participate in making their community a better place and by giving back.
  - A “Dream Manager” meets monthly with each staff member to help them to achieve their own dreams, in a confidential setting. The dream manager is to assist them in any way possible. The focus on the adults as well as the children keeps enthusiasm and energy high.
  - Weekly professional development symposiums include all StarShine staff.

- **Quotes**

Mark Anderson, After serving eight years in the Arizona House of Representatives, Mark Anderson was elected to the state Senate where he served as chairman of the Family Services Committee. Anderson served as chairman of the K-12 Education Committee and as a member of the Appropriations and Human Services Committees, in the House of Representatives. Currently he works for the Arizona Department of Education as the International liason.

"StarShine Academy is the prototype for education done right. Children who are educated through the Starshine program will be successful in life. StarShine Academy leaders have kept their eyes on the prize, which is youth who are ready to succeed in life, who have learned the skills and who have the dream. I wholeheartedly support the Starshine Academy as a model to be duplicated throughout the state."

Carlos Flores Vizcarra, (Former Consul General of Mexico) and **Susana Ibarra** (Consulado Community Affairs) "The needs of the Hispanic market are growing so fast. The international protocol and business training these students receive could help schools throughout Arizona and Mexico."

Stephanie Hendrie (President, The Hendrie Method for Exceptional Speaking) "I have never seen students purposely get up out of their seats to greet someone across a room, like they did for me. With a little more training these kids could become world leaders."

Dave Cornelius, (Director Arizona State University Walter Cronkite School of Journalism, former Career & Technology Education Teacher, Arcadia High School.) “We are very excited to work with STARSHINE students to help tell the story of STARSHINE with the help of Producer, CC Goldwater. The Public Service Announcements that these students have written about peace, love, motivation and thinking outside the box, are without a doubt, fascinating.”

CC GOLDWATER (Film Producer) founded Sweet Pea Films in 2005. Her first film, MR. CONSERVATIVE: GOLDWATER ON GOLDWATER, is a documentary that offers an intriguing glimpse into the public and private life of Senator Barry Goldwater. The film had its world premiere at the Full Frame Documentary Festival in April 2006 in Durham, North Carolina and its debut on HBO September 18, 2006. Ms. Goldwater has served as a television entertainment correspondent in New York for "Live! with Regis and Kathie Lee," and in Los Angeles, Hollywood. “STARSHINE embodies the lifelong work demonstrating ethics, of my wonderful grandfather, Barry Goldwater. I am proud to be involved.”

Terri Mansfield, Arizona Dept. of Peace Director, her husband **Dr. Mike**, Trish, her husband **Steve McCarty** and famous **Raffi**, International Musician for Children. “STARSHINE is the example I use to show how a U.S. Department of Peace will work; to use “Peace” skills to live a better life.” Terri

“I have been in schools throughout my career and have never seen a school such as this one. My music and this school go hand in hand.” **Raffi**

Vernon Parker, (Former Asst. Secretary, USDA, Civil Rights). "STARSHINE ACADEMY is such a bright place in my own mind because it is a constant reminder of education as a means to a life that all of our forefathers always thought possible…the pursuit of happiness…it is the way of nature."

Vernon Swaback, (Former CEO Frank Lloyd Wright Foundation, Architect) "I have written and lectured on *Creative Communities* all of my life along with Frank Lloyd Wright. Trish and her team have created the prototype."

At the STARSHINE board meeting, January 2007.

Kellie Kreiser, Director, Thunderbird Global Management School. "I think the most important thing that STARSHINE demonstrates to our international students, is that we could duplicate this outstanding demonstration of specific methods that support a philosophy of Peace Building, over and over again, so that World Peace (and happiness) would surely be the outcome."

Afghani Business Women visit with Thunderbird and STARSHINE, Nov. 2006. They visit regularly to learn of entrepreneurism and developing schools.

AWARDS

2010

- **Arizona Humane Society for developing Humane Education**

2008

- **AZLeads Circle of Honor**
  Recipient: Jan Shoop, Principal
- **Phoenix Music Awards Commitment to Music in Schools**

2007

- **Arizona Department of Education Spotlight on Success Award-*Category*: High School Renewal**
  Recipient*:* STARSHINE ACADEMY. On May 16, 2007 Superintendent Tom Horne

presented STARSHINE ACADEMY with this prestigious award for innovative implementation of Individualized Learning Plans for High School students.

- **STARSHINE ACADEMY Hosts the 10th Annual United Nations North American Peace Pals**
  Art Competition and Exhibition

2006

- **Arizona Interfaith Movement Golden Rule Award-*Category:* Top Educator**
  Recipient: Patricia (Adams) McCarty
- **STARSHINE ACADEMY Hosts the 9th Annual United Nations North American Peace Pals**
  Art Competition and Exhibition

2005

- **United Nations: Named STARSHINE ACADEMY One of the Best Examples of World Peace**
- **STARSHINE ACADEMY Hosts the 8th Annual United Nations International Peace Pals Art**
  Competition and Exhibition

2004

- **Los Angeles Music Awards-*Category:* HUMANITARIAN OF THE YEAR**
  Recipient: Patricia (Adams) McCarty. This award honored the founder of STARSHINE ACADEMY and the schools' mission of providing an excellent education to at-risk students while supporting the community as well.

Re: Meeting with Trish McCarty, Founder of StarShine Academy, January 2008

Dear Mrs. Obama,

I am writing this letter in support of a request to meet with you, from Trish McCarty, founder of StarShine Academy Charter Schools and Education Resources. As you know, Arizona has been a leading state for education reform, particularly in establishing laws that support innovative charter schools. I have known Ms. McCarty for several years and have watched the development of the first StarShine Academy k-12 Charter School since its inception in 2002. I was one of the key speakers at the first graduation in 2004. All of the students were the first to graduate in their families. Many had been previous gang members.

When Ms. McCarty told me that she wanted to open a k-12 school as a working research model for great ideas, I was confident that she would bring together the right partners from business as well as education. In fact, the schools have constantly exceeded many of our expectations. They have earned several grants and have exceeded most of the goals for them. They are a 21st

Century Grant School and have become a favorite model for their after school programs, their CTE programs and financial literacy, their inclusion of art, music and gardening as well as their technology for all of the students. Because of their high student achievement, the Arizona Department of Education chose them as one of our Models of Success School Awards at our annual dinner last year.

Ms. McCarty was a previous executive in the banking industry. She was ambitious in her research for data that would provide support for student achievement for each child. Her team has incorporated the finest in brain research as well as student character, motivation and self accountability. One of my personally favorite parts of the curriculum is that each child must be an ambassador for another country for each year, beginning in kindergarten, a model used to establish Oprah's Ambassador Program. This has been an initiative that I have encouraged to be included in all of our children's education. They recently received the coveted CITA International Accreditation.

I believe that you and your staff will be greatly encouraged by meeting with Ms. McCarty and learning of StarShine's potential to create change in the way that we approach educating our children, especially by looking at each of them as an individual, with individual goals and needs. I would like to offer a quote from one of my associates:

> **"Starshine Academy is the prototype for education done right. Children who are educated through the Starshine program will be successful in life. Starshine Academy leaders have kept their eyes on the prize, which is youth who are ready to succeed in life, who have learned the skills and who have the dream. I wholeheartedly support the Starshine Academy as a model to be duplicated throughout the state."** **Mark Anderson**, After serving eight years in the Arizona House of Representatives, Mark Anderson was elected to the state Senate where he served as chairman of the Family Services Committee. Anderson served as chairman of the K-12 Education Committee and was a member of the Appropriations and Human Services Committees, in the House of Representatives. He currently works for the Arizona Department of Education

Tom Horne, Arizona State Superintendent of Public Instruction

Attendance

One prediction indicator of student academic success is student's daily attendance. Chronic absenteeism, especially truancy, is behavior, which often result in dropping out of school.

Student academic progress and success are directly linked to the students' daily attendance. Schools face many challenges regarding student attendance. Chronic absenteeism, especially truancy, is a behavior that typically results with dropping out of school. The truancy rate for high school students is far greater than elementary students. Students show up to school more often when parents take them to school. Regardless of their age, students with a higher number of absences and tardies are inevitably going to struggle in school more than those who have good attendance.

Responsibility is an important quality and skill, which leads to self-sufficient, successful individuals. This is one of the focused character traits that is emphasized and taught to the StarShine students on a daily basis. StarShine's school culture is created by implementing StarShine's 15 Guiding Principles (see above StarShine Principles). Through this method and many others, StarShine Academy has maintained excellent attendance. Regular attendance is essential for success in school.

StarShine Academy has outstanding student attendance. A comparison of 2010-11 data to YTD 2011-12 data shows that of returning students to StarShine Academy in 2011-12, several are on track to show significant improvement in either rate of tardy and/or absences.

Student Tardy & Absence Data (names redacted)

Grade	2010-11 Tardies	2011-12 Tardies	% Improvement Tardies	2010-11 Abs	2011-12 Abs	% Improvement Absences
12	22	1	95%	11	8	27%
11	21	1	95%	11	9	18%
11	3	0	100%	3	0	100%
6	2	0	100%	1	0	100%
7	2	0	100%	1	0	100%
12	1	0	100%	12	1	92%
10	1	0	100%	7	0	100%
11	30	22	26.60%	3	6	-100%
12	0	0	---	5	1	80%
2	1	0	100%	3	0	100%
11	12	11	-8.30%	12	11	8.30%
10	0	0	---	6	0	100%
12	13	0	100%	2	0	100%
5	34	11	68%	1	3	-200%
4	33	11	66.60%	1	4	-300%
12	21	12	43%	20	30	-50%
5	5	3	40%	5	1	80%
3	0	0	---	2	0	100%
1	1	0	100%	3	2	33.30%
5	1	0	100%	4	2	50%
11	30	28	6.60%	12	24	-100%
11	1	0	100%	9	0	100%
1	15	11	27%	15	11	26.60%
2	5	0	100%	18	14	22%
6	5	1	80%	23	31	-34.78%
12	0	0	---	1	0	100%
1	29	9	69%	5	9	-80%
2	27	18	33.30%	7	9	29%
1	30	11	63.30%	2	5	-150%
9	0	0	---	4	1	75%
7	12	4	66.60%	14	7	50%
5	12	4	66.60%	16	10	37.50%
3	3	1	66.60%	2	2	0%
12	0	0	---	20	2	90%
10	2	0	100%	2	0	100%
2	5	1	80%	11	6	45%
12	1	0	100%	15	2	87%

Behavior

StarShine Academy has an incredible way of making students behave and show respect for not only authority, but their peers as well. It is our small class size, the small school community and the quality of teachers that makes the difference. The bottom line is that StarShine is doing something right to ensure students thrive and behave!

StarShine Academy is a smaller school than public schools in the area. Many students transfer to StarShine Academy because they are unsuccessful at other schools where their individual needs are not being met; a circumstance that may cause students to act out and misbehave. At StarShine Academy, our Highly Qualified teachers ensure that all students are performing at their highest potential through numerous methods. StarShine Academy students are engaged and motivated to do their best and accomplish their personal and educational goals.

Many schools discriminate during the enrollment process against students who have had behavioral issues at their prior school making it extremely difficult, in some situations, for students to find a school that will enroll them with their tarnished school records. Definitely, some offenses should not be ignored such as violent behavior. There is a way, though, to place the student in an appropriate environment, which meets their needs socially, mentally and physically. If all these needs are being met and the student continues to grow, then StarShine is satisfied.

At StarShine Academy, students are given a fresh start with a clean slate. StarShine Academy believes in second chances and changing lives. It happens and we have the proof! This year, after completing a file review of behavior issues at previous schools from which we received records, there were 20 instances in particular where a student had no behavior issues at StarShine, but previously had moderate or severe problems. There may be more students than we are actually aware of, as there are many schools that choose not to send these types of records.

Behavior Table, Enrollment/Re-enrollment to StarShine Academy

Prior School	Offense	Current Behavior at StarShine
Balsz School	brought 4 pocket knives to school. Gave knives to other students while in class	"He's the most responsible and respectful student we have!" He has become a very cordial student, minds his manners and uses his time wisely.
Orangedale Jr. High	Suspensions	She is following a slow path to good behavior. She is polite and is the star in the communications class.
Washington Elem.	The student demonstrates behavioral needs that are not being met in the regular classroom.	Able to demonstrate on-task behaviors for a limited amounts of time. Successful numerous times completing class assignments and scoring well on tests.
Creighton Elem.	"Her negative attitude continues to mare her success in school academically and unfortunately socially. She regularly talks of settling common problems that children of her age encounter with violence. Even when given the opportunity to hear possible civil solutions that avoid school consequence, she chooses to "don't want to hear it" and boosts of handling the situation physically.	She has improved socially with appropriate relationships with classmates and being respectful to teachers. She accepts redirection.
Academy of Excellence	Cursing at students, called them names and hit other students. Started a fight. Suspended.	Struggled initially, but has made improvement given her background.
Creighton Elem.	"He knows the school and the classroom expectations but he chooses not to follow them. His bold	The student is relatively new. He has been very respectful

	behavior leads him to get in trouble and waste time.	and a delightful student ever since his arrival.
StarShine Academy	September 2010 - Robert was caught ditching with another student and was suspended for 5 days.	
Whittier Elem.	student bit another student on the shoulder because he wanted the seat the other student was sitting in. Visible marks were on his shoulder. This has been student's 4th referral within a short time frame.	He is respectful and a delight to have in the class. He is very kind and generous towards others.
StarShine Academy	student is having behavioral issues in regards to getting along with others and listening. -Oct. 2010	
		her best effort. Behavior wise, I have had no problem On the other hand she is one of my best readers.
StarShine Academy	4/21/10 - student bit another student.	Overall, student is a good kid. He is respectful and kind.
Creighton	Has big problems getting along with other kids in the class. Bobby needs to control his calling out during class. Constant disruption even though he has been warned and punished. Needs to be aware of other's personal space. Needs to keep his hands to himself and to be respectful of others.	Great improvement. Gets along well with others. He is respected and respectful. Always willing to lend a helpful hand.
StarShine	Tagging gang signs in bathrooms, on keyboards.	This student has completely changed. The improvements

	Another student erased the gang sign. This was seen as offensive. Through the course of events of this day, it all escalated and a serious fight occurred after school in the park. The student who erased the gang sign was beaten to the point he was taken to the hospital.	are like night and day. He is respectful to everyone around him, students and staff. When he is asked to do something, he is always on task.
Papago Elementary	Expelled - received 2nd expulsion for possession of marijuana and distribution of it.	There have been no behavior problems here at StarShine.
StarShine	Student was expelled 12/5/08 for smoking marijuana in the school bathroom.	Student was expelled 12/5/08. He really wanted to return to StarShine so he was given assignments weekly and met with the Registrar every Wed. Student completed all of his assignments and was re-enrolled in StarShine. He has not had such an incident since. He has grown up a lot since he started at StarShine. For the most part he is focused and is achieving his set goals.

According to this information, our students almost immediately begin to exhibit StarShine Academy's culture, as they become part of StarShine Academy's peaceful community of learning. StarShine Academy is proud of the difference our schools are making in so many lives of children who can then 'pay it forward' to others creating 'The StarShine Effect'! The effect of a strong, cohesive, and positive culture on behavior and subsequently academic achievement are noted in our data analysis section (see the Monitoring and Documenting Student Performance, section 4, AIMS Data analysis for students attending StarShine Academy three or more years). We feel the information presented in this narrative and the details of our Performance Management Plan demonstrate that StarShine Academy's model of establishing high standards in both personal and academic achievement and providing the resources, tools, and strategies to achieve those standards is a successful educational model.

Surveys

To fulfill StarShine Academy's vision and mission in providing both quality education and positive social/character development leading to academic success, we strive for continuous improvement. Over the preceding 5 years we have made improvements in curriculum, instruction, assessment, and professional development based on assessments of student achievement, teacher/staff input, parent feedback, and in response to changes in the Arizona Academic Standards and now in the transition to Common Core Standards.

Unquestionably, establishing an appropriate accountability system is a major challenge and opportunity for researchers, educators and administrators at school district, state and national levels. An effective accountability system should embody the assessment system, a set of indicators, school profiles and a school improvement process.

Moreover, more and more states and school districts have developed school profiles or report cards. Thirty–six states now require all schools to publish annual school progress report cards (Raham, 1999). Most, if not all, state and local educational indicator systems emphasize student achievement outcomes, while fewer contain context indicators that help explain variations in outcomes not directly attributable to educational quality (Hasen, 1999)

Achievement scores are important indicators of student and school performance and accountability. Academic indicators alone however have limited power to improve student learning and do not provide sufficient information on school success. In addition to testing scores, a broader range of indicators is needed, including parent, school staff and student satisfaction levels. Curriculum and instruction, school learning climates and parent involvement, are all indicators that represent the quality of the educational program in a school, district or state, directly or indirectly, which cannot be captured by testing scores alone.

StarShine Academy expanded its use of a student/staff/parent survey in 2011-12. The survey data was gathered first in the fall, and will be again gathered late spring for comparison and strategic planning. Aspects of this survey process shown are:

1. How these surveys were developed so that they represent student, staff and parent satisfaction level, needs perceptions, and opinions on instruction, learning climates, technology, integration and parent involvement.
2. How these survey results were presented and visualized in a clear and useful way in school profiles so that audiences are able to understand them.
3. How StarShine Academy uses these profiles to monitor student progress, identify and prioritize school needs, set improvement goals, and to devise an action plan to meet those goals.

Methods and Procedure of Development of Surveys and School Profiles:

Undoubtedly, the major job of each school is student learning. Learning does not take place in isolation, or only at school, multiple indicators must be considered and used to understand the multifaceted world of school from the perspective of everyone involved, and know if the school purpose is appropriate and been achieved effectively.

One of the components used to develop StarShine Academy Profile was data that represents satisfaction level opinions, perspectives, feelings and attitudes from students, staff and parents. The survey information included multiple aspects of a school such as instructional learning climates, technology integration, and parent involvement.

Survey Development

Survey is a common approach to understand perceptions in school because it can be completed anonymously and repeatedly administered to assess change in perceptions over time.

Survey development depends on a collaborative effort from the school and community, and includes multiple steps. The following procedures are what StarShine Academy used.

- First, a planning committee defined and prioritized the school specific needs and formulated research objectives related to those needs. Second, the committee reviewed current instruments such as the National Study of School Evaluation (NSSE), ACT Student Needs Assessment

Questionnaire, ACT High School Student Opinion Survey and the New York State Effective Schools Consortia Surveys.

- After of these instruments, the committee decided to develop survey questionnaires internally because locally developed surveys may be better tailored to address specific research needs of the school and to use its financial resources judiciously. In addition, the committee decided to use the entire population of students, school staff and parents because this approach eliminated sampling error and pragmatic for a school with 150 students.
- Finally, questionnaires for students, staff and parents were developed and finalized.

All of the survey questions are in four-point Likert-type scale. The four categories are divided as strongly agree, agree, disagree, and strongly disagree. Ten common questions were provided across different populations so that different perceptions, opinions and attitudes could be examined. These surveys were administered in the fall of 2011. Standardized administration procedures were provided to school staff for student and staff surveys to enhance the quality of the data. To ensure anonymity, no name or identification numbers were used. Parent surveys were given to students to take home and others were distributed through the mail.

Reporting and Visualizing Survey Results at StarShine Academy:

A useful school profile must not only be appropriate to its purpose and technically sound, but must communicate effectively to the stakeholders and users who receive the reports and read the results about the school status relative to the survey and assessment results. Consequently, the impact of survey results on school improvement plans depends on both what is communicated and how it is communicated.

These several ways are used to provide clear information in school profile.

- First, identify the specific audience and their needs. Since the audience of school's profile is school principals, teachers, and parents, the result should be very straightforward and easy to understand.

- Second, relationships in the data that are pertinent to the research objectives need to be identified. For example, analyses include comparisons among sub-groups, within items, with expectations and with reference group results.
- Third, all data presented in the school profiles should be clear, concise and visualized. Graphic presentations, such as bar graphs, pie charts, line graphs were used heavily to enhance the case with which individuals grasp key relationships and are usually more effective than extended narratives.
- Fourth, statistics for analyzing survey data were straightforward, descriptive, and only as complex as required to identify and keep concepts appropriate for a particular audience.

Figure 1 shows 2011 student survey results. The results indicate percentages of students who are very much in strong agreement or agreement with the statements asking about their learning environment in school. Only 3 items were below 60 percent agreement or strongly agreement. The items that are the highest for this group of students were-

- I always feel important
- StarShine believes I can be successful
- The school makes me feel powerful, significant and supported
- The vision of StarShine is to be the best

Figure 1

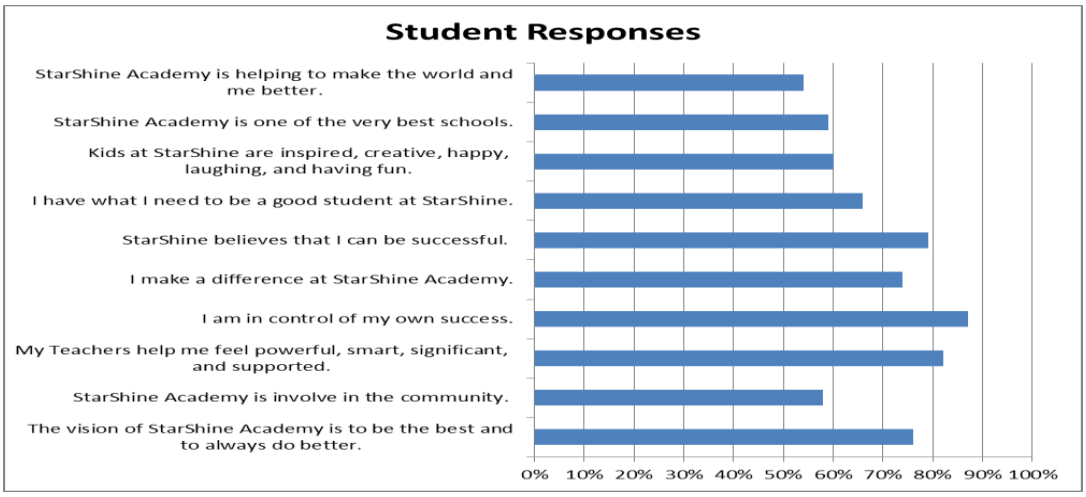


Figure 2 shows 2011 Teacher survey results. Majority of teachers are in strong agreement or agreement with statements asking about experience at StarShine. The items that were the highest for this group were:

- StarShine is helping to make the world a better place
- Students at StarShine are inspired, creative, happy, and having fun
- StarShine believes that students can be successful
- I participate and make a difference at StarShine

Figure 2

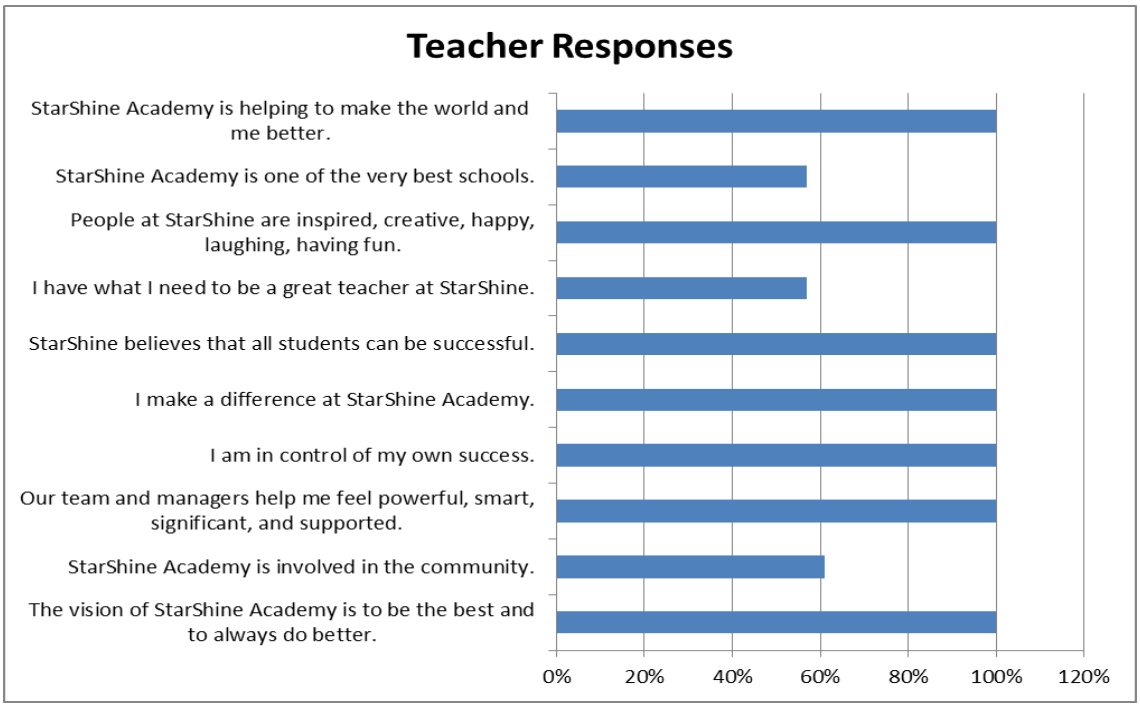
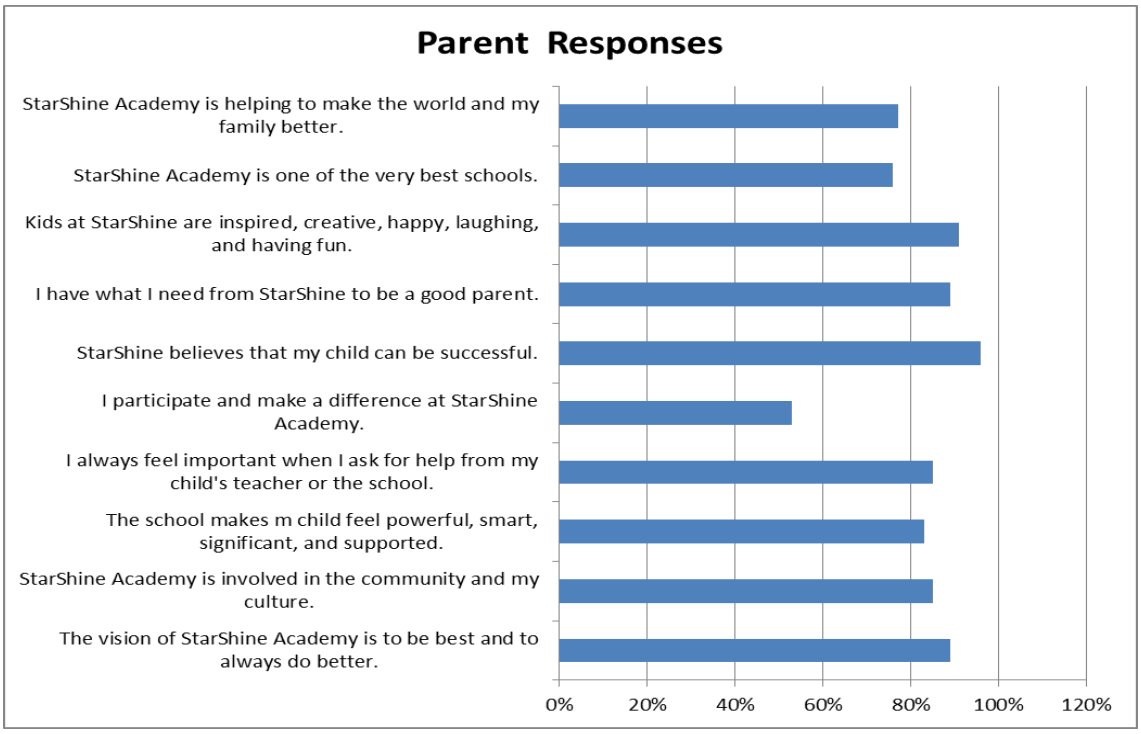


Figure 3 shows 2011 Parent survey results. StarShine Academy parents were surveyed in terms of what they thought of their student's learning environment. The results show that parents have a positive perception of StarShine Academy. In this survey only one item fell below the 60 percent mark, that item had to do with parent involvement. The items that were the highest in the group are:

- My child can be successful at StarShine
- Students at StarShine are inspired, creative, happy and having fun

- I have what I need from StarShine to be a good parent

Figure 3

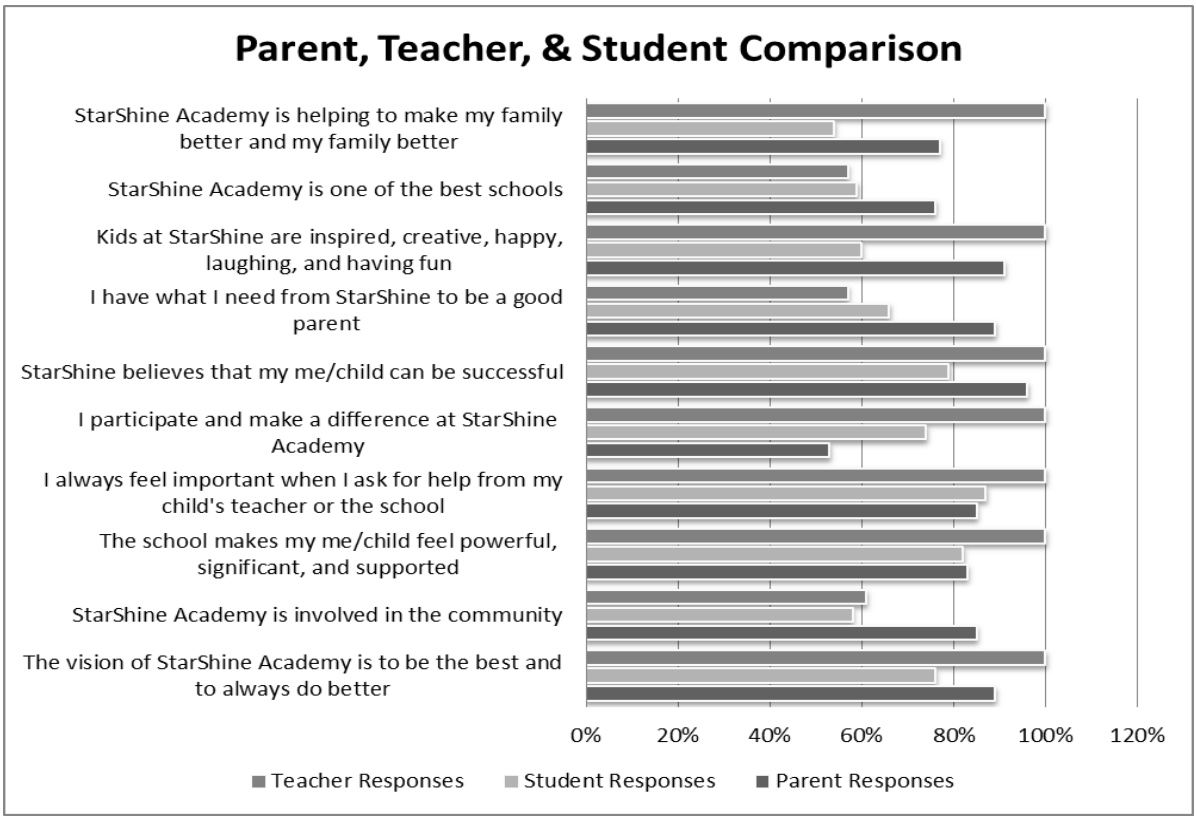


Response comparison among teachers, students and parents on common questions are shown in figure 4. In most cases, parents, teachers and students show positive perceptions about whether StarShine believes that students can be successful. Only two items were rated below the 60 percent.

Accordingly, several important comparisons among the relationships are used for survey data analysis. First, results from all survey questions within each population were compared. The comparison provides information about what kind of questions were responded to positively, and what kinds of questions were responded to less positively. In this survey more than 90% of StarShine, students are satisfied with the learning and the activities provided by StarShine. They feel that StarShine is less involved in the community. This finding indicates that StarShine has done a great job in regards to integrating technology in learning and providing many activities for students, but may need to enhance their presence in the community. Secondly, comparison

helps the examination of discrepancies from different populations to identify problems. The question about whether StarShine Academy is one of the best schools, 90% of parents believe that StarShine is one of the best schools, but only 60% of teachers and students believe so. These findings are helpful for administration to target goals to improve schools. Third, comparisons in subgroups are useful to identify problems further and deeper. For instance, 60% of teachers responded less favorable on the question about whether students at StarShine are inspired, creative, happy, laughing and having fun. Thus, StarShine is able to identify sub groups and set specific goals to address these discrepancies.

Figure 4



Use of this survey and the results analysis has offered us a unique opportunity to analyze and improve the StarShine Academy Model.

Strategic Planning for 2012-13 and Subsequent Years

Our Performance Management Plan has been developed in response to this year's analysis of integration of Arizona State and Common Core Standards into our curriculum, provisions for and delivery of adequate professional development on our curriculum, actual classroom practices and instructional methods, and, finally, student achievement or areas of weakness.

To increase student achievement in Reading and Mathematics across all grade levels the following changes will be implemented:

- purchase and implement use of new curriculum
- provide comprehensive professional development to all new and returning staff on curriculum, curriculum mapping, pacing guides, and alignment to the Arizona State and Common Core Standards
- fully align curriculum maps and pacing guides to Arizona State and Common Core Standards with inclusion of new curriculum
- fully implement use of Galileo assessment and data gathering capabilities to guide instructional decisions and future planning
- hire full time Reading and Math Specialists for both campuses ensuring intervention and enrichment for our students in Reading and Mathematics and continued training, peer collaboration, and integration of Best Practices and Mathematics and full implementation of Arizona Math and Common Core Standards by faculty
- hire a full time district Science specialist to collaborate with both Math and Reading specialists in ensuring that math and reading standards are effectively embedded into the science curriculum and instructional delivery and quality STEM instruction
- ensure the Standards are embedded into lesson planning and delivery via access to programs supporting use of Standards in lesson planning and by weekly submission of lesson plans by faculty and frequent classroom observations by Assistant Headmasters