Academic Systems Plan (ASP)

Applicant Name: Synergy Public School

Duration of the Plan: Begins July 1, 2017 and continues for two years

Applicant does not edit sections in grey

Measure	Metric	Expected/Predicted Baseline Based on Enrollment of Target Population		Annual Target For The Plan
		Math	Reading	
State standardized assessment data (school average) for target population	Percent (%) of target students who currently score proficient on the State standardized assessment	49.1% (AIMS) 21.3% (AzMERIT)	62.4%(AIMS) 18.3% (AzMERIT)	Meet or demonstrate sufficient progress toward the Academic Performance Expectations as set and modified periodically by the Board
	Average current target student growth percentile (SGP) on the State standardized assessment.	43.23 (AIMS)	41.8 (AIMS)	

Narrative for setting baseline figures

The baseline figures calculated above include the schools that physically reside within the target area. In section A.2. Figures 5,6,and 7 provide a complete breakdown of the proficiency for math and reading for the students living within these communities. However, Synergy Public School will advertise, promote, and recruit from across the zip codes to ensure projected capacity of 400 is achieved in year 3 of operation.

According to the Arizona Department of Education report cards (https://azreportcards.com/ReportCard), the schools located within the targeted area achieved an average proficiency on the 2013/14 AIMS of 49.1% for math and 62.4% for reading. On 2014/2015 AzMERIT the targeted comparison schools scored an average proficiency of 21.3% in Math and 18.3% in reading. This baseline figure was determined by calculating the average proficiency rate of the schools located in the targeted zip codes and listed in section A.2. According to the Center for Student Achievement, the schools located within the area current SGP on the state standardized assessment on the 2013/14 AIMS is 43.23 for math and 41.8 for reading. This baseline was determined by calculating the average growth points for the comparison schools. This data demonstrates that students in are targeted area do not have access to a quality school that is closing the achievement gap.

Synergy Public School is a K-5 school but will start by serving students in grades K-3 the first year. For this reason, an internal goal has been established to ensure success in the following years. The goal is for every student to be “proficient” or “highly proficient” on the standardized state tests; therefore, in the Academic System Plans (ASP), we have developed comprehensive strategies to address the needs of all students and subgroups since the majority of the students enrolling will have an achievement gap.

AREA I: Curriculum - The plan must provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system:

- *adoption of curriculum aligned to Arizona's College and Career Ready Standards;*
- *implementation of curriculum;*
- *evaluation of curriculum*
- *revision of curriculum; and*
- *adaptation to address the curriculum needs of subgroup populations.*

Action Steps	Process for Implementing Action Step	Frequency and/or Timing	Person(s) Responsible	Evidence of Implementation	Cost and Budget Line Item
1 Establish clear and measurable student learning objectives and a scope and sequence that is aligned to performance level descriptors (PLDs), Arizona College and Career Ready Standards.	Synergy Executive Directors will deconstruct the AZCCRS standards in Math, ELA, and Science in grade levels K-5 using a skills and knowledge based approach. Measurable learning objectives will be written for each standard in each subject and for each grade level in the form of a scope and sequence. The Executive Directors will begin this process in February 2017. The Director of Curriculum will support the process beginning in July 2017.	In Y1 learning objectives will be established for grade K-3. (2017) In Y2 learning objectives will be established for grade 4. (2018) In Y3 learning objectives will be established for grade 5. (2019)	Year 1- Executive Directors, and Director of Curriculum Year 2- Executive Directors, and Director of Curriculum Year 3- Executive Directors and Director of Curriculum	A scope and sequence document for every grade level and every subject area. This document will be used by teachers to plan their lessons and develop pacing guides.	<u>Executive Director of Academics:</u> $14, 000 +10% Contributions C.4 Start-Up Budget Line 13(Feb-July) <u>Executive Director of Business and Operations:</u> $14,000 +10% Contributions C.4 Start-Up Budget Line 14 (Feb-July) <u>Director of Curriculum:</u> $6,250 +10% Contributions C.4 Start-Up Budget Line 15 (July 2017)
2. **Adopt** curriculum aligned to the AZCCRS.	Synergy Executive Directors will begin gathering curriculum options beginning in February 2017 for grades K-5. The directors will follow a series of steps to make curriculum decisions.	The curriculum selection process will begin in February 2017. Step 1:	Executive Directors	Completed selection criteria rubrics and cost quotes. All curriculum resources are on the premise by June 30, 2017 and	<u>Executive Director of Academics:</u> $14, 000 +10% Contributions C.4 Start-Up Budget Line 13(Feb-July) <u>Executive Director of</u>

	Step 1- Create a selection criteria rubric. This rubric will include criteria such as grade levels, alignment to AZCCRS and Synergy scope and sequence, research based effectiveness, level of rigor, data collection components, differentiation and supplementation materials, professional development and cost. Step 2- Evaluate proposed curriculum options using the criteria rubric. Step 3- Narrow the selection down to final 3 options and complete a final alignment check to the AZCCRS, rigor level, and cost. Step 4- Adopt new and supplemental curriculum	Completed by end of February 2017 Step 2: Completed by end of March 2017 Step 3: Completed by end of April 2017 Step 4: Completed by end of May 2017		purchase orders are on file.	<u>Business and Operations:</u> $14,000 +10% Contributions C.4 Start-Up Budget Line 14 (Feb-July)
3. Hire Highly Qualified Teachers	The Executive Directors will find and hire individuals who are aligned to the school's mission and vision. The Executive Directors will follow this process to hire content area teachers: • Collect and screen resumes, applications, letters of recommendation, and essay response questions. • Select applicants who	Upon authorization, applications and resumes will be accepted for the 2017-2018 school year. Applicants will be notified in March 2017 to schedule interviews. Interviews will begin being	Executive Directors Director of Curriculum Teachers (Y3)	Resume and application from all candidates will be kept on file to demonstrate the fidelity of the selection process. Interview questions Interview applicant responses Group interview questions.	<u>Executive Director of Academics:</u> $14, 000 +10% Contributions C.4 Start-Up Budget Line 13(Feb-July) <u>Executive Director of Business and Operations:</u> $14,000 +10% Contributions C.4 Start-Up Budget Line 14 (Feb-July)

	will be notified for an in-person interview. • At the in-person interview, applicants will complete a series of questions with the two Executive Directors. • Group Interview: In Year 1 and 2 the group interview will be conducted with the Executive Directors and Director of Curriculum. In Year 3 members of the teaching staff will be part of the interview team. Synergy Public School will search for the best candidates. If none of the candidates are a "good fit," the directors will continue their search. Positions will be advertised on a variety of media platforms detailed in C.3	conducted in March until all positions are filled. Candidates will be informed of our decision shortly following the conclusion of interviews. This process will be used in each year thereafter.			
4. Provide teachers with summer curriculum/materials resource training.	In Y1 training will be provided in July 2017 to all K-3 teachers by the Executive Directors as well as outside consultants based upon the adopted curriculum that is purchased. In Y2 training will include 4th grade teachers and in Y3 it will	Yearly in July	Executive Directors, Director of Curriculum and Outside consultants	Professional Development Agendas, School Calendar, Professional Development Certificates, Copies of complete professional development evaluations	<u>Executive Director of Academics:</u> $14, 000 +10% Contributions C.4 Start-Up Budget Line 13(Feb-July) <u>Executive Director of Business and Operations:</u>

	include 5th grade teachers.				$14,000 +10% Contributions C.4 Start-Up Budget Line 14 (Feb-July) Director of Curriculum: $6,250 +10% Contributions C.4 Start-Up Budget Line 15 (July 2017) Teachers: $1875 per teacher +10% contributions per teacher=$20,625 C.4 Start-Up Budget Line 16 (July 2017) Professional Development: Success for All Y1: $38,250, Y2: $24,750, Y3: $24, 750 Three year operational budget embedded in AIS contracted services Line 37.
5. Develop quarterly pacing guides to support the **implementation** of the curriculum for all grade levels aligned to the Arizona College and Career Ready Standards. Each pacing guide will include what units will be taught in the quarter; the number of days the unit will be taught; standards the unit will address; and assessment	In Y1 the pacing guides will be developed by the Executive Directors and the Director of Curriculum. In Y2 and Y3 pacing guides will be developed quarterly by teams of teachers during the early release days and overseen by Director of Curriculum. The team will map out the estimated days that a domain from the scope and sequence	In Y1 Pacing Guides: July 2017. In Y2 Pacing Guides: Quarterly during early release days. In Y3 Pacing Guides:	Y1- Executive Directors and Teachers Year 2- Director of Curriculum and Teachers Year 3- Director of Curriculum, School Principal, and Teachers.	Quarterly pacing guides for each content area in each grade level.	Executive Director of Academics: $14, 000 +10% Contributions C.4 Start-Up Budget Line 13 (Feb -July 2017) Y1-$85,000 Y2- $87,550 Y3- $90,176.50 C.5 Three Year Operational Line 21

timelines for weekly and unit assessments.	should take to teach to mastery (80%) to the given grade level. The document will include checkpoints for gathering formal data through quizzes and unit test. During the 2017/2018, school year, the pacing guide will be a living and growing document. Teachers and directors will frequently discuss and train on it creation and revision throughout the school year.	Quarterly during early release days.			<u>Executive Director of Business and Operations:</u> $14,000 +10% Contributions C.4 Start-Up Budget Line 14 (Feb- July 2017) Y1-$65,000 Y2- $66,950 Y3- $68,958 C.5 Three Year Operational Line 22 <u>Director of Curriculum:</u> $6,250 +10% Contributions C.4 Start-Up Budget Line 15 (July 2017) Y1-$75,000 Y2- $77,250 Y3- $79,567.50 C.5 Three Year Operational Line 23 <u>School Principal (Y3)</u> $65,000 C.5 Three Year Operational Line 24 <u>Teachers (Y2)</u> $46, 350 +10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 <u>Teachers (Y3)</u> $47, 740.50 + 10% contributions per teacher.

					C.5 Three Year Operational Line 25 & 26
6. Support the **implementation, evaluation and revision** of the **adopted** curriculum in Professional Learning Communities on specified early release days. In addition, teachers will examine subgroups to make **adaptations** to lessons that will support special education and ELL learners.	Teachers will plan weekly rigorous AZCCRS lessons using the backwards design and the gradual release of responsibility model that are aligned to Synergy's scope and sequence as well as created pacing guides. Formative weekly assessments will be created to measure student mastery of the learning objectives. These lessons will include adaptations for subgroup learners (special education/ELL) and will include accommodations listed on student's IEP. Teachers will evaluate their lessons based of previous weekly assessments and student work. Teachers will determine if learning objectives have been mastered or need to be retaught or revised in order to support all subgroups including special education and ELL learners. Teachers will use the weekly data to develop intervention subgroups and develop	Weekly on early release days throughout the school year. Aug 2017-May 2018 and in subsequent years.	Teachers, Executive Directors, Director of Curriculum, and School Principal (Y3)	PLC agenda and minutes Weekly Lesson Plans with embedded formative assessments Documented subgroups and intervention lesson plans Student work and collected student data Pacing Guides	<u>Teachers (Y1)</u> $45,000 + 10% contributions per teacher C.5 Three Year Operational Line 25 & 26 <u>Special Education Teacher</u> $22,500 +10% contribution C.5 Three Year Operational Line 28 <u>Teachers (Y2)</u> $46, 350 +10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 <u>Special Education Teacher</u> $23,175 +10% contribution C.5 Three Year Operational Line 28 <u>Teachers (Y3)</u> $47, 740.50 + 10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 <u>Special Education Teacher</u> $47,740.50 +10% contribution C.5 Three Year Operational Line 28 <u>Executive Director of</u>

	strategies to re-teach areas of the curriculum where mastery was not achieved. Quarterly pacing guides will be developed in Y2 and Y3				<u>Academics:</u> Y1-$85,000 Y2- $87,550 Y3- $90,176.50 C.5 Three Year Operational Line 21 <u>Executive Director of Business and Operations:</u> Y1-$65,000 Y2- $66,950 Y3- $68,958 C.5 Three Year Operational Line 22 <u>Director of Curriculum:</u> Y1-$75,000 Y2- $77,250 Y3- $79,567.50 C.5 Three Year Operational Line 23 <u>School Principal (Y3)</u> $65,000 C.5 Three Year Operational Line 24
7. **Evaluate and revise** curriculum documents after each benchmark.	A school-wide data analysis meeting will occur following each quarterly benchmark assessment. Teachers will evaluate the curriculum documents (pacing guides and scope and sequence) and discuss the student's	Quarterly following all benchmark assessments at staff meeting	Executive Directors, Director of Curriculum, School Principal (Y3) and teachers	Staff meeting agenda Student benchmark data List of recommended changes to the curriculum.	<u>Teachers (Y1)</u> $45,000 + 10% contributions per teacher C.5 Three Year Operational Line 25 & 26 <u>Special Education Teacher</u> $22,500 +10% contribution

	performance. Teachers will discuss the strength and weaknesses of the students. Teachers will discuss students' sub-group performances. Teachers will create a list of recommendations, such as the length of time needed to teach a topic. Teachers will decide the areas to be re-taught if mastery was not achieved. Teachers will make adaptations for subgroup learners.				C.5 Three Year Operational Line 28 Teachers (Y2) $46, 350 +10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 Special Education Teacher $23,175 +10% contribution C.5 Three Year Operational Line 28 Teachers (Y3) $47, 740.50 + 10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 Special Education Teacher $47,740.50 +10% contribution C.5 Three Year Operational Line 28 Executive Director of Academics: Y1-$85,000 Y2- $87,550 Y3- $90,176.50 C.5 Three Year Operational Line 21 Executive Director of Business and Operations: Y1-$65,000 Y2- $66,950

					Y3- $68,958 C.5 Three Year Operational Line 22 <u>Director of Curriculum:</u> Y1-$75,000 Y2- $77,250 Y3- $79,567.50 C.5 Three Year Operational Line 23 <u>School Principal (Y3)</u> $65,000 C.5 Three Year Operational Line 24
8. **<u>Replace/Supplement</u>** existing curriculum through adoption of new curriculum after Year One.	Synergy will use a detailed step by step process when replacing or supplementing existing curriculum. Step 1- Form a content specific adoption committee that includes Executive Directors, Director of Curriculum, School Principal (Y3) and Teachers. Step 2- The committee will examine achievement data to identify where the existing curriculum is deficient in meeting state standards, levels of rigor and intended outcomes for student achievement. Using this information, the committee will decide if a supplement to the current curriculum will address the	Quarterly review of student data throughout the year. Step 1- Completed by end of January yearly. Step 2: Completed by end of February yearly. Step 3: Completed by end of March	Executive Directors, Director of Curriculum, School Principal (Y3) and teachers	Student Achievement Data and Outcomes. Completed selection criteria rubrics and cost quotes. All curriculum resources are on the premise by June 30 and purchase orders are on file.	<u>Teachers (Y1)</u> $45,000 + 10% contributions per teacher C.5 Three Year Operational Line 25 & 26 <u>Special Education Teacher</u> $22,500 +10% contribution C.5 Three Year Operational Line 28 <u>Teachers (Y2)</u> $46, 350 +10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 <u>Special Education Teacher</u> $23,175 +10% contribution C.5 Three Year Operational Line 28

	deficiencies or a new adoption is necessary in order to reach student achievement goals. Step 3- The committee will use the Synergy selection criteria rubric for examining options for supplemental or new curriculum. This rubric will include criteria such as grade levels, alignment to AZCCRS and Synergy scope and sequence, research based effectiveness, level of rigor, data collection components, differentiation and supplementation materials, professional development and cost. Step 4- Evaluate proposed supplemental or new curriculum options using the criteria rubric. Step 5- Narrow the selection down to final 3 options and complete a final alignment check to the AZCCRS, rigor level, and cost. Step 6- The committee will present selected options to Synergy staff for input and evaluation of the proposed changes. Step 7- Adopt new and/or supplemental curriculum. This same process will be	yearly. Steps 4,5,6: Completed by end of April yearly. Step 7: Completed by end of May yearly.			<u>Teachers (Y3)</u> $47, 740.50 + 10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 <u>Special Education Teacher</u> $47,740.50 +10% contribution C.5 Three Year Operational Line 28 <u>Executive Director of Academics:</u> Y1-$85,000 Y2- $87,550 Y3- $90,176.50 C.5 Three Year Operational Line 21 <u>Executive Director of Business and Operations:</u> Y1-$65,000 Y2- $66,950 Y3- $68,958 C.5 Three Year Operational Line 22 <u>Director of Curriculum:</u> Y1-$75,000 Y2- $77,250 Y3- $79,567.50 C.5 Three Year Operational Line 23 <u>School Principal (Y3)</u> $65,000

	repeated whenever curriculum changes need to be made.				C.5 Three Year Operational Line 24
9. The Executive Directors will be highly visible in classrooms ensuring high quality instruction and accurate implementation of the AZCCRS.	Classroom observations will be made daily to verify lesson objectives are posted and that curriculum is aligned and implemented with fidelity to the AZCCRS.	Daily	Executive Directors, Director of Curriculum, and School Principal (Y3)	Posted and Aligned Lesson Objectives. Walkthrough observation form	<u>Executive Director of Academics:</u> Y1-$85,000 Y2- $87,550 Y3- $90,176.50 C.5 Three Year Operational Line 21 <u>Executive Director of Business and Operations:</u> Y1-$65,000 Y2- $66,950 Y3- $68,958 C.5 Three Year Operational Line 22 <u>Director of Curriculum:</u> Y1-$75,000 Y2- $77,250 Y3- $79,567.50 C.5 Three Year Operational Line 23 <u>School Principal (Y3)</u> $65,000 C.5 Three Year Operational Line 24

AREA II: Assessment – The plan must provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance:

- *data collection from multiple assessments based on clearly defined performance measures aligned with the curriculum and instructional methodology, such as formative and summative assessments and common/benchmark assessments;*
- *adaptation to address the assessment needs of subgroup populations;*
- *analysis of assessment data to evaluate instructional and curricular effectiveness and to make adjustments in a timely manner; and*
- *data collection and analysis during the school year that will allow valid and reliable comparisons of student growth and proficiency from year to year.*

Action Steps	Process for Implementing Action Step	Frequency and/or Timing	Person(s) Responsible	Evidence of Implementation	Cost and Budget Line Item
1. **Develop** a school calendar for administering quarterly NWEA, Galileo and SFA assessments.	Every quarter as specified on the calendar in section A.4. Calendars for the following school year will be the responsibility of the Executive Director overseeing business and operations. Information will be gathered from all stakeholders in the revision of the calendars. The board will approve calendars before they are implemented.	The calendar has been created and will be presented for adoption by the school board in January 2017. As needed, the board will vote for approval of calendars.	Executive Director overseeing Business and Operations.	School calendar with designated testing benchmarks in the A.4 section Board agenda Board meeting minutes stating the approval of the calendar Revised calendars if applicable.	<u>Executive Director of Business and Operations:</u> $14,000 +10% Contributions C.4 Start-Up Budget Line 14 (Feb- July 2017) Y1-$65,000 Y2- $66,950 Y3- $68,958 C.5 Three Year Operational Line 22
2. **Develop** a comprehensive academic assessment system using multiple assessments aligned to the curriculum and instructional methodology.	A. Baseline, quarterly and end of year NWEA, Galileo and SFA benchmark assessments will be given to all students to assess their progression towards mastery of grade level standards. In order to achieve mastery, students will need to score 80% or above. Subgroup students will receive accommodations according to IEP's and ELL proficiency level.	Quarterly NWEA, Galileo Benchmark, SFA and SRI Assessments Weekly Formative Assessments Daily Check for Understanding	Teachers, Executive Directors, Director of Curriculum, and School Principal (Y3)	School Calendar NWEA, Galileo, SFA, and SRI assessments and programs are purchased NWEA, Galileo, SFA, and SRI assessment results and reports. Lesson plans with check	<u>Teachers (Y1)</u> $45,000 + 10% contributions per teacher C.5 Three Year Operational Line 25 & 26 <u>Special Education Teacher</u> $22,500 +10% contribution C.5 Three Year

	B. Teachers will engage students in daily and/or weekly "check for understanding" to ensure student growth in the immediate lesson objectives that are aligned to state standards. C. The Backward Design process will be used to create both weekly formative assessments and End of Unit assessments. Weekly formative assessments will be administered in each classroom to monitor the academic growth of student progress in all subject areas. All assessments and quizzes will be made beforehand to ensure alignment to the AZCCRS. Teacher will use a variety of school and self-resources to create these assessments. Adaptations will be made for subgroup students with IEP's and ELL students based on proficiency levels. D. Monitoring of Student Lexile Level using Scholastic Reading Inventory (SRI) Beginning in 2nd grade students will take an online Scholastic Reading Inventory (SRI) assessment to determine their	and exit tickets Annually AZMerit		for understanding and weekly assessments	Operational Line 28 Teachers (Y2) $46, 350 +10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 Special Education Teacher $23,175 +10% contribution C.5 Three Year Operational Line 28 Teachers (Y3) $47, 740.50 + 10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 Special Education Teacher $47,740.50 +10% contribution C.5 Three Year Operational Line 28 Executive Director of Academics: Y1-$85,000 Y2- $87,550

	current Lexile level each quarter. This data will be an additional measure to use in determining appropriate reading level for students and their Success For All reading placement. E. Teachers will track student progress for their reading classes in Success For All electronic data collection system (Member Center). This tracking will occur on a weekly basis and track student comprehension, vocabulary, phonics, and fluency. F. Administer AzMERIT test in Math and ELA and 4th grade AIMS Science yearly to assess proficiency and growth by subject area and subgroup populations. Subgroup students will receive accommodations according to IEP's and ELL proficiency level.				Y3- $90,176.50 C.5 Three Year Operational Line 21 <u>Executive Director of Business and Operations:</u> Y1-$65,000 Y2- $66,950 Y3- $68,958 C.5 Three Year Operational Line 22 <u>Director of Curriculum:</u> Y1-$75,000 Y2- $77,250 Y3- $79,567.50 C.5 Three Year Operational Line 23 <u>School Principal (Y3)</u> $65,000 C.5 Three Year Operational Line 24 <u>NWEA</u>: Year 1 $2000, Year 2 $3500, and Year 3 $4250 C.5 Three Year Operational Line 43 <u>Galileo:</u> Year 1- $1,600 C.4 Start-Up Budget

					Line 31 Year 2- $2,800 Year 3- $ 3,400 C.5 Three Year Operational Line 43 <u>SRI:</u> Year 1 $2,950, Year 2 no additional cost and Year 3 $598 C.5 Three Year Operational Line 40 <u>SFA</u>- $1,000 each year (Y1, Y2 & Y3) C.5 Three Year Operational Line 40
3. **Analyze** assessment data to evaluate instructional and curricular effectiveness to address the needs of all students and subgroups.	A. Teachers, Executive Directors and Director of Curriculum will analyze weekly formative assessments, student work and exit tickets during weekly PLC meetings. Teachers will use this data to make instructional decisions about their lessons and the Math, ELA, and Science/Social Studies curriculum in the upcoming week. Teachers will group their students based off the formative assessment data for their intervention block during the next week to re-teach or	Weekly during PLC early release days. Quarterly staff data meetings Monthly grade level meetings Monthly Success For All component meetings	Executive Directors, Teachers, Director of Curriculum and School Principal (Y3)	Teacher designed formative weekly assessments, student work and exit tickets Teacher created intervention sub-group reports Lesson plans Staff meeting Agendas and sign-in sheets	<u>Teachers (Y1)</u> $45,000 + 10% contributions per teacher C.5 Three Year Operational Line 25 & 26 <u>Special Education Teacher</u> $22,500 +10% contribution C.5 Three Year Operational Line 28 <u>Teachers (Y2)</u>

	accelerate their students towards proficiency or higher and provide adaptations for subgroup learners. In order for students to be considered proficient they must reach a mastery of 80%. B. Executive Directors will plan a quarterly staff meeting to analyze benchmark NWEA and Galileo results in Math and ELA and Success For All reading outcomes. Teachers will group students according to levels of proficiency and examine strengths and weaknesses of their students in relation to the standards. Proficiency is 80%. Teachers will engage in a root cause analysis in order to create action plans and adaptations for instruction in order to meet the needs of all learners. C. During monthly Success For All component meetings, teachers will analyze their reading class data to monitor progress to their previously set goals and reevaluate to set new class and individual student goals. Students in Kindergarten and First Grade reading levels are progress monitored every 10 days for sound and word reading fluency. 2nd -5th			Teacher root cause analysis and action plans Success For All Goals and Roll-Up Reports Student Data Notebooks	$46, 350 +10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 <u>Special Education Teacher</u> $23,175 +10% contribution C.5 Three Year Operational Line 28 <u>Teachers (Y3)</u> $47, 740.50 + 10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 <u>Special Education Teacher</u> $47,740.50 +10% contribution C.5 Three Year Operational Line 28 <u>Executive Director of Academics:</u> Y1-$85,000 Y2- $87,550 Y3- $90,176.50 C.5 Three Year Operational

	graders are tested weekly on comprehension and story specific targeted reading skills. D. Students will individually meet with teachers to review and track their data in the data-tracking folder throughout the quarter. The teacher and students will discuss strength and areas where growth is needed. They will formulate a plan to increase their knowledge in the areas of concern to gain these skills. Students who are consistently scoring below the proficiency level of 80% will receive additional support during the daily intervention block.				Line 21 <u>Executive Director of Business and Operations:</u> Y1-$65,000 Y2- $66,950 Y3- $68,958 C.5 Three Year Operational Line 22 <u>Director of Curriculum:</u> Y1-$75,000 Y2- $77,250 Y3- $79,567.50 C.5 Three Year Operational Line 23 <u>School Principal (Y3)</u> $65,000 C.5 Three Year Operational Line 24
4. Use a data tracking platform such as NWEA, ATI-Galileo and Success For All Member Center to aggregate, disaggregate, and **analyze** data on the individual student, classroom, course, grade, and school- wide level. Such a system will assist teachers and school leaders in identifying questions, standards, or topics that require additional or	The Executive Directors will compile data for the staff to utilize during weekly PLC and staff data meetings. This information will be used to determine the student mastery of the content. Areas with less than 80% will be reviewed to determine the necessary steps to ensure the students learn and master the information.	Weekly at PLC meetings. Monthly at staff meetings Yearly school data meeting	Executive Directors, Director of Curriculum, School Principal (Y3) and teachers	NWEA/Galileo reports will be generated and filed at the end of each assessment cycle. Success For All grade summary reports will be generated quarterly.	<u>Teachers (Y1)</u> $45,000 + 10% contributions per teacher C.5 Three Year Operational Line 25 & 26 <u>Special Education Teacher</u> $22,500 +10% contribution C.5 Three Year Operational

different instruction. NWEA and Galileo will also allow for comprehensive and comprehendible sharing of data with all stakeholders, including parents and Governing Board members.	This information will inform the teachers of sub-group levels and assist in the development of interventions to be used to reach students who have not mastered the content. Teachers will work in PLCs to discuss strategies to reteach the material to students who did achieve mastery.				Line 28 Teachers (Y2) $46, 350 +10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 Special Education Teacher $23,175 +10% contribution C.5 Three Year Operational Line 28 Teachers (Y3) $47, 740.50 + 10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 Special Education Teacher $47,740.50 + 10% contribution C.5 Three Year Operational Line 28 Executive Director of Academics: Y1-$85,000 Y2- $87,550 Y3- $90,176.50

					C.5 Three Year Operational Line 21 Executive Director of Business and Operations: Y1-$65,000 Y2- $66,950 Y3- $68,958 C.5 Three Year Operational Line 22 Director of Curriculum: Y1-$75,000 Y2- $77,250 Y3- $79,567.50 C.5 Three Year Operational Line 23 School Principal (Y3) $65,000 C.5 Three Year Operational Line 24 NWEA: Year 1 $2000, Year 2 $3500, and Year 3 $4250 C.5 Three Year Operational Line 43 Galileo: Year 1- $1,600 C.4 Start-Up Budget Line 31

					Year 2- $2,800 Year 3- $ 3,400 C.5 Three Year Operational Line 43 <u>SRI:</u> Year 1 $2,950, Year 2 no additional cost and Year 3 $598 C.5 Three Year Operational Line 40 <u>SFA</u>- $1,000 each year (Y1, Y2 & Y3) C.5 Three Year Operational Line 40
5. **Analyze** sub-group assessment data to make **adaptations** to meet the needs of all sub-group learners.	Teachers will specifically look at students' proficiency in the following sub groups: • ethnic groups (i.e. White, Hispanic, African American, etc.) • Gender • bottom 25% • ELL • Free-Reduced Lunch (FRL) recipients • Special Education student The teachers will look at the students in the sub-groups to	Weekly PLC meetings Quarterly data staff meetings Grade level meetings	Teachers, Executive Directors, Director of Curriculum and School Principal (Y3)	List of students by subgroup who did not achieve proficiency Lesson plans with differentiation and ELL strategies Meeting agendas and sign-in sheets	<u>Teachers (Y1)</u> $45,000 + 10% contributions per teacher C.5 Three Year Operational Line 25 & 26 <u>Special Education Teacher</u> $22,500 + 10% contribution C.5 Three Year Operational Line 28 <u>Teachers (Y2)</u> $46, 350 +10%

	identify areas that they are not proficient, scoring less than 80%. The teachers will make a list of students and the academic needs to be addressed and will use differentiation ELL strategies, and other research based interventions to deliver the curriculum to these sub-groups as needed.				contributions per teacher. C.5 Three Year Operational Line 25 & 26 <u>Special Education Teacher</u> $23,175 + 10% contribution C.5 Three Year Operational Line 28 <u>Teachers (Y3)</u> $47, 740.50 + 10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 <u>Special Education Teacher</u> $47,740.50 + 10% contribution C.5 Three Year Operational Line 28 <u>Executive Director of Academics:</u> Y1-$85,000 Y2- $87,550 Y3- $90,176.50 C.5 Three Year Operational Line 21

					Executive Director of Business and Operations: Y1-$65,000 Y2- $66,950 Y3- $68,958 C.5 Three Year Operational Line 22 Director of Curriculum: Y1-$75,000 Y2- $77,250 Y3- $79,567.50 C.5 Three Year Operational Line 23 School Principal (Y3) $65,000 C.5 Three Year Operational Line 24 NWEA: Year 1 $2000, Year 2 $3500, and Year 3 $4250 C.5 Three Year Operational Line 43 Galileo: Year 1- $1,600 C.4 Start-Up Budget Line 31 Year 2- $2,800 Year 3- $ 3,400 C.5 Three Year

					Operational Line 43 SRI: Year 1 $2,950, Year 2 no additional cost and Year 3 $598 C.5 Three Year Operational Line 40 SFA- $1,000 each year (Y1, Y2 & Y3) C.5 Three Year Operational Line 40
6. Develop a **year to year comparison** for student growth and achievement	Synergy will establish growth goals for all students based on previous performances on standardized tests and the previous year's tests (starting in Y2) for students previously enrolled in the school.	Annually	Executive Directors, Director of Curriculum and School Principal (Y3)	Formalized lists with documentation and relevant data that supports the growth goal expectations clearly.	Executive Director of Academics: Y1-$85,000 Y2- $87,550 Y3- $90,176.50 C.5 Three Year Operational Line 21 Executive Director of Business and Operations: Y1-$65,000 Y2- $66,950 Y3- $68,958 C.5 Three Year Operational Line 22 Director of Curriculum: Y1-$75,000

					Y2- $77,250 Y3- $79,567.50 C.5 Three Year Operational Line 23 <u>School Principal (Y3)</u> $65,000 C.5 Three Year Operational Line 24

AREA III: Monitoring Instruction – The plan must provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction:

- *monitoring the integration of Arizona's College and Career Ready Standards;*
- *evaluating instructional practices;*
- *evaluating instructional practices targeted to address the needs of subgroup populations; and*
- *providing analysis and feedback to further develop instructional quality and standards integration.*

Action Steps	Process for Implementing Action Step	Frequency and/or Timing	Person(s) Responsible	Evidence of Implementation	Cost and Budget Line Item
1. Develop a comprehensive system for **monitoring** integration of the AZCCRS	A. The Executive Directors will develop a formal teacher evaluation rubric to measure teacher effectiveness based off the Charlotte Danielson model. Levels of teacher effectiveness will include Unsatisfactory, Basic, Proficient and Distinguished based on the four domains of planning and preparation, classroom environment, instruction, and professional responsibilities. The board will need to approve	A formal evaluation rubric will be created and board approved by June 2017. Informal walk through tool will be created by June 2017 Daily classroom visits	Executive Directors, Director of Curriculum and School Principal (Y3)	Adopted evaluation rubric Curriculum planning documents (lesson plans). Completed informal walk through documents weekly on each teacher. Informal document will be kept on file for evidence viewing.	<u>Executive Director of Academics:</u> $14, 000 +10% Contributions C.4 Start-Up Budget Line 13(Feb-July) Y1-$85,000 Y2- $87,550 Y3- $90,176.50 C.5 Three Year Operational Line 21 <u>Executive Director of Business and Operations:</u>

	the rubric by June 30, 2017. Revision will be made periodically. All revisions will need to be approved by the board. B. The Executive Directors will develop an Informal walk through observation tool. The informal walk through observation tool will have criteria that ensures the instruction taking place aligns with the AZCCRS standards and lesson objectives. In addition, the tool will monitor effective implementation of the curriculum planning documents (lesson plans) that are created during the PLC lesson planning process and examine the teachers' instructional fidelity to the adopted curriculum. C. Executive Directors, the Director of Curriculum and School Principal (Y3) will review weekly curriculum planning documents to ensure lessons planned are in alignment with the pacing guides and AZCCRS standards. D. The directors will complete at least one informal walk through weekly per teacher using the informal observation	Weekly review of curriculum planning documents (lesson plans). Weekly walk throughs using informal observation tool. Weekly intervention walk throughs			14, 000 +10% Contributions C.4 Start-Up Budget Line 14(Feb-July) Y1-$65,000 Y2- $66,950 Y3- $68,958 C.5 Three Year Operational Line 22 <u>Director of Curriculum:</u> Y1-$75,000 Y2- $77,250 Y3- $79,567.50 C.5 Three Year Operational Line 23 <u>School Principal (Y3)</u> $65,000 C.5 Three Year Operational Line 24

	tool to verify that instruction is taking place in the manner prescribed by the planning documents and fidelity to the curriculum is being maintained. E. Executive Directors and the Director of Curriculum and School Principal (Y3) will be highly visible in classrooms daily to verify lesson objectives are posted and that curriculum is aligned and implemented with fidelity to the AZCCRS. F. Executive Directors and the Director of Curriculum and School Principal (Y3) will monitor the daily intervention block weekly to ensure that all students have access to the curriculum through necessary adjustments to fill in the achievement gaps for students in subgroup populations.				
2. **Evaluate** instructional practices	A. Each teacher will have two formal evaluations per year using the effectiveness rubric described above. One to be completed before November 15 and the second before March 15. These will be scheduled with the teachers with a pre and post conference. The pre-conference will occur within	Evaluations twice a year in the fall and spring by Executive Directors	Executive Directors, School Principal (Y3)	Formal lesson plan provided by the teachers. Printed, signed and filed evaluations in which the teacher's strengths and weaknesses are identified.	<u>Executive Director of Academics:</u> Y1-$85,000 Y2- $87,550 Y3- $90,176.50 C.5 Three Year Operational Line 21 <u>Executive Director of Business and Operations:</u>

	five business days before the scheduled observation. The post-conference will occur within 5 business days of the observation. B. The rubric based on the Danielson domains will be used to disaggregate teacher evaluation data, which will identify strengths and weaknesses to meet individual teacher needs and support in the creation of professional development.				Y1-$65,000 Y2- $66,950 Y3- $68,958 C.5 Three Year Operational Line 22 <u>School Principal (Y3)</u> $65,000 C.5 Three Year Operational Line 24
3. **Evaluate** instructional practices **adapted** to meet the needs of targeted subgroup populations.	Teacher's lesson plans will demonstrate evidence for making content accessible for all students at the subgroup level. Teachers will identify students who need materials and strategies for verbal and instructional scaffolding. Examples of scaffolding could include building background; paraphrasing; adapting materials, modifying tasks, problems, complexity of text; and or vocabulary. Teacher lesson plans will be visible for Executive Directors and School Principal (Y3) to look at during daily walk through observations and will be formally reviewed during formal evaluations.	Daily lesson plans and walk throughs Twice a year for formal review	Executive Directors and School Principal (Y3)	Teacher lesson plans	<u>Executive Director of Academics:</u> Y1-$85,000 Y2- $87,550 Y3- $90,176.50 C.5 Three Year Operational Line 21 <u>Executive Director of Business and Operations:</u> Y1-$65,000 Y2- $66,950 Y3- $68,958 C.5 Three Year Operational Line 22 <u>School Principal (Y3)</u> $65,000 C.5 Three Year

					Operational Line 24
4. Provide **feedback** that develops the quality of teaching and standards integration.	A. Following all weekly informal observations, the Executive Directors will meet with the teacher to provide feedback. These feedback conversations are non-evaluative and will be aimed at improving a teacher's performance and delivery of the curriculum in order to increase student mastery. B. A Google doc will be created and used to generate a year long running record of informal feedback. This document will be used as a communication tool between the Executive Directors and the teachers. Teachers will receive feedback from observations during daily walk throughs. Teachers will have the opportunity to enter reflections on their practice in the Google doc.	Weekly feedback conversations The Google doc will be created by July 2017 and will be used ongoing throughout the year.	Executive Directors, Director of Curriculum and School Principal (Y3)	Ongoing Google Doc Written informal feedback documents	<u>Executive Director of Academics:</u> Y1-$85,000 Y2- $87,550 Y3- $90,176.50 C.5 Three Year Operational Line 21 <u>Executive Director of Business and Operations:</u> Y1-$65,000 Y2- $66,950 Y3- $68,958 C.5 Three Year Operational Line 22 <u>Director of Curriculum:</u> Y1-$75,000 Y2- $77,250 Y3- $79,567.50 C.5 Three Year Operational Line 23 <u>School Principal (Y3)</u> $65,000 C.5 Three Year Operational Line 24

AREA IV: Professional Development – The plan must provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system:

- *identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;*
- *identifying and providing professional development that supports teachers of subgroup populations;*
- *supporting high quality implementation of the strategies learned in professional development; and*
- *providing monitoring and follow-up to support and develop implementation of the strategies learned in professional development.*

Action Steps	Process for Implementing Action Step	Frequency and/or Timing	Person(s) Responsible	Evidence of Implementation	Cost and Budget Line Item
1. **Develop** a professional development plan aligned to instructional staff learning needs and school focuses.	A. The Executive Directors, Director of Curriculum, and outside consultants will create professional development for the summer 9-day training prior to the start of school that all teachers will attend. Topics will include: • Setting the Culture (Mission & Vision) • Curriculum and Assessment (SFA, Backwards Design, Math & Science) • Teacher Evaluation Instruments (Both formal and Informal tools) • Operational Logistics (routines and procedures, safety, handbooks etc.) • The Essential 55 • Instructional Strategies (Cooperative and Collaborative learning) • A Day in the Life of a Synergy Student.	Summer training occurs annually in July beginning July 2017. Last early release day each month	Executive Directors, Outside Consultants, Director of Curriculum, Teachers	Agenda and Sign-In Sheets from all professional developments PD materials and presentations PD Calendar Evaluations of all PD Copies of teacher surveys	<u>Executive Director of Academics:</u> $14, 000 +10% Contributions C.4 Start-Up Budget Line 13(Feb-July) <u>Executive Director of Business and Operations:</u> $14,000 +10% Contributions C.4 Start-Up Budget Line 14 (Feb-July) <u>Director of Curriculum:</u> $6,250 +10% Contributions C.4 Start-Up Budget Line 15 (July 2017) <u>Teachers:</u> $1875 per teacher +10% contributions per teacher=$20,625 C.4 Start-Up Budget Line 16 (July 2017) <u>Professional Development:</u>

	• Technology B. The last early release day of every month will be dedicated to professional development that supports teacher instructional practices. Topics will be determined by school-wide trend data collected from classroom observations, assessment data and teacher needs surveys. C. Professional Development to support special education teachers, ELL teachers, and special area teachers will take place during one early release day each month. This time will encompass topics specific to their subgroup populations and could include Wilson Reading for special education, SIOP model, ELL strategies, and PE and Art standards. Surveys will be created through www.surveymonkey.com and emailed to teachers via email twice a year in the fall and spring.				Success for All Y1: $38,250, Y2: $24,750, Y3: $24, 750 Three-year operational budget embedded in AIS contracted services Line 37. Center for Student Achievement Annually $16,000 Three-year operational budget embedded in AIS contracted services Line 37.
2. **Support** high quality implementation of strategies learned during professional development	A. Teachers will receive ongoing feedback and coaching by the Executive Directors, Director of Curriculum and School Principal (Y3) after new strategies and best practices	Weekly Feedback throughout the school year Educator goal plans created	Executive Directors, Director of Curriculum, School Principal (Y3) and teachers	Feedback Forms Google Doc Educator Goal Plans Education Summit Agenda	Teachers (Y1) $45,000 + 10% contributions per teacher C.5 Three Year Operational

	have been presented in professional development. B. With the support of the Executive Directors and School Principal (Y3), teachers will create Educator Goal Plans that reflect areas of refinement to be supported through coaching and teacher initiated professional development. These plans will be created annually and reviewed for progress during teacher evaluations. Special Education Teacher, ELL teachers, and Special Area teachers will create a plan that supports the growth of the subgroup students they teach. C. Selected staff members and the Executive Directors will attend the Education Summit presented by the Arizona Charter Association in July 2017 D. The Executive Directors will Identify off-site opportunities for teachers to attend workshops or conferences on best practices that align to Synergy Public School's curricular and instructional model. If teachers attend workshops or conferences they will have the opportunity to share the knowledge learned	annually Education Summit annually Throughout the school year when opportunities become available for conferences and workshops		Agendas from workshops and conferences attended Purchase Orders from attended conferences/workshops List of teachers who attend conferences/workshops	Line 25 & 26 Special Education Teacher $22,500 + 10% contribution C.5 Three Year Operational Line 28 Teachers (Y2) $46, 350 +10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 Special Education Teacher $23,175 + 10% contribution C.5 Three Year Operational Line 28 Teachers (Y3) $47,740.50 + 10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 Special Education Teacher $47,740.50 + 10% contribution C.5 Three Year

	with the staff.				Operational Line 28 <u>Executive Director of Academics:</u> Y1-$85,000 Y2- $87,550 Y3- $90,176.50 C.5 Three Year Operational Line 21 <u>Executive Director of Business and Operations:</u> Y1-$65,000 Y2- $66,950 Y3- $68,958 C.5 Three Year Operational Line 22 <u>Director of Curriculum:</u> Y1-$75,000 Y2- $77,250 Y3- $79,567.50 C.5 Three Year Operational Line 23 <u>School Principal (Y3)</u> $65,000 C.5 Three Year Operational Line 24 <u>Registration and Travel</u> Annually $10,000 C.5 Three Year

					Operational Line 36
3. **Monitor** the implementation of professional development and follow up with feedback and coaching	Immediately following professional development daily walk-throughs and informal feedback will be focused on the implementation of the new learned strategies and skills to support successful and sustained implementation. Executive Directors, Director of Curriculum and School Principal (Y3) will analyze informal data from classroom walk-throughs and data from formal evaluations will be used to determine if the material presented in PD is being implemented correctly and if additional support needs to be provided to teachers. Individual teacher coaching plans will be developed to support ongoing initiatives and ensure transfer of learning to improved student outcomes.	Weekly during walk through observations Ongoing coaching	Executive Directors, Director of Curriculum, School Principal (Y3)	Walk Through Forms Google Doc Coaching Plans Weekly student formative assessment data	<u>Executive Director of Academics:</u> Y1-$85,000 Y2- $87,550 Y3- $90,176.50 C.5 Three Year Operational Line 21 <u>Executive Director of Business and Operations:</u> Y1-$65,000 Y2- $66,950 Y3- $68,958 C.5 Three Year Operational Line 22 <u>Director of Curriculum:</u> Y1-$75,000 Y2- $77,250 Y3- $79,567.50 C.5 Three Year Operational Line 23 <u>School Principal (Y3)</u> $65,000 C.5 Three Year Operational Line 24
4. Provide professional	The Executive Directors, Director of Curriculum and	Quarterly data	Executive	List of students who did not achieve proficiency	<u>Teachers (Y1)</u>

development based on analysis of data from benchmark assessments that are **adapted** to meet the needs of subgroup populations.	School Principal (Y3) will create PD where teachers will specifically look at students in the following sub groups: • ethnic groups (i.e. White, Hispanic, African American, etc.) • Gender • bottom 25% • ELL • Free-Reduced Lunch (FRL) recipients • Special Education student The teachers will look at the students in the sub-groups to identify areas that they are not proficient. The teachers will make a list of students and the academic needs to be addressed. After each NWEA and Galileo benchmarks, teachers will work in collaborative teams during data professional development to identify strength and weaknesses in the student's performance. This information will be used for re-teaching of content to groups and individual students as needed.	professional development	Directors, Director of Curriculum, School Principal (Y3) and teachers	on the assessments. Report showing students and the identified standards not yet mastered. A document that shows the list of areas of strength and weaknesses. The document will consist of a section that will lay out the action plan to reteach the areas of concern. The document will address a summary of the PLCs discussion for re-teaching strategies. Teacher sign in sheet PD materials/ presentations and agenda	$45,000 + 10% contributions per teacher C.5 Three Year Operational Line 25 & 26 <u>Special Education Teacher</u> $22,500 + 10% contribution C.5 Three Year Operational Line 28 <u>Teachers (Y2)</u> $46,350 +10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 <u>Special Education Teacher</u> $23,175 + 10% contribution C.5 Three Year Operational Line 28 <u>Teachers (Y3)</u> $47,740.50 + 10% contributions per teacher. C.5 Three Year Operational Line 25 & 26 <u>Special Education</u>

	The information will be used to revise the scope and sequence, pacing guides, and formal assessments if needed. The Executive Directors will deliver PD to teach the staff how to effectively analyze data and differentiate instruction based on the needs of subgroups. Professional Development topics can include but not be limited to differentiation strategies, ELL strategies, scaffolding, modification of curriculum, IDEA, etc.				Teacher $47,740.50 + 10% contribution C.5 Three Year Operational Line 28 Executive Director of Academics: Y1-$85,000 Y2- $87,550 Y3- $90,176.50 C.5 Three Year Operational Line 21 Executive Director of Business and Operations: Y1-$65,000 Y2- $66,950 Y3- $68,958 C.5 Three Year Operational Line 22 Director of Curriculum: Y1-$75,000 Y2- $77,250 Y3- $79,567.50 C.5 Three Year Operational Line 23 School Principal (Y3) $65,000 C.5 Three Year Operational

					Line 24 <u>Professional Development Including:</u> <u>Center for Student Achievement</u> Annually $16,000 Three-year operational budget embedded in AIS contracted services Line 37. <u>Success for All</u> Y1: $38,250, Y2: $24,750, Y3: $24, 750 Three-year operational budget embedded in AIS contracted services Line 37.