Vechij Himdag MashchamakuD: Demonstration of Sufficient Progress

Our Mission: The mission of Vechij Himdag Alternative School Inc. is to prepare highly at-risk (over-age 17- 21, youth returning from dropping out, under-credited youth, teen parents, adjudicated youth and youth with significant social and behavioral needs) Native American youth to get their lives back on track - graduate from high school and continue on to college, career and self-sufficiency.

What We Believe: Vechij Himdag Alternative School Inc. emphasizes the intellectual, physical, and spiritual growth necessary for a healthy and productive lifestyle. Our strong blended (Web and Traditional) educational program is built upon a foundation of Akimel O'Otham language and tradition, with special emphasis on sharing and service to others. Vechij Himdag Service Learners have volunteered over 2700 hours of community service in the 2012/2013 school year alone.

Who We Serve:

- **Grades 9 - 12**
- **Ages 14 - 21***
- **Over Age/ Under Credited**
- **Teen Parents(Moms and Dads)**
- **Adjudicated Youth**
- **Homeless or CPS Placement**
- **Youth needing social and behavioral support**

Our students may be three or more years behind in their coursework when they enroll but with a combination of hard work and dedication a student can complete our program in less than three years (Usually 2 years) and graduate with a diploma and skills to be career, college or workplace ready.

What We Offer:

- Career and Technical Education
- Credit Recovery
- O'Otham Language
- Gila River Indian Community History and Government
- Service Learning
- Blended Learning Curriculum
- Special Education
- Teen Parenting Education
- Support Programs for Social and Behavioral Health

What We Do:

Career Readiness:

Working closely with our community partners such as: *Gila River Employment and Training, Pima Leasing and Gila River Indian Community Tribal Education,* students participate in blended learning programs as well as the innovative job readiness programs like **Junior Achievement** to ensure they not only graduate but continue on to college and/or technical training. The school believes that our work is vital in providing well educated and work ready employees that support the economic development goals of Gila River and Arizona.

Teen Parents:

Our highly successful Teen Parenting program unites *First Things First, Early Head Start and Gila River Health Care* to provide support for teen moms, dads and infants and grandparents to help these young parents stay in school, delay additional children till after completing their education and prepare for a life of self-sufficiency and independence.

Gila River Culture and O'Otham Language

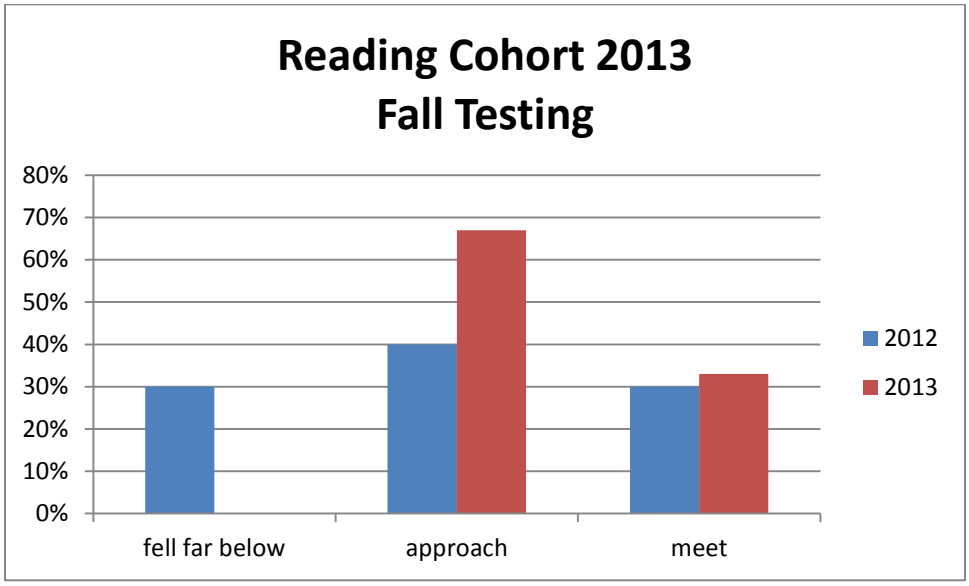
O'Otham Language revitalization underpins all our work. By helping young parents, future parents and community citizens relearn their traditional language and support the traditional values of Gila River Indian Community; the school ensures that the next generation of students will be ready for school and to be productive citizens in the future.

- **Free transportation provided to school and all Service Learning and School To Work programs for students residing in Districts 1,2,3,4 and 5 of Gila River Indian Community**
- **School Breakfast and Lunch**

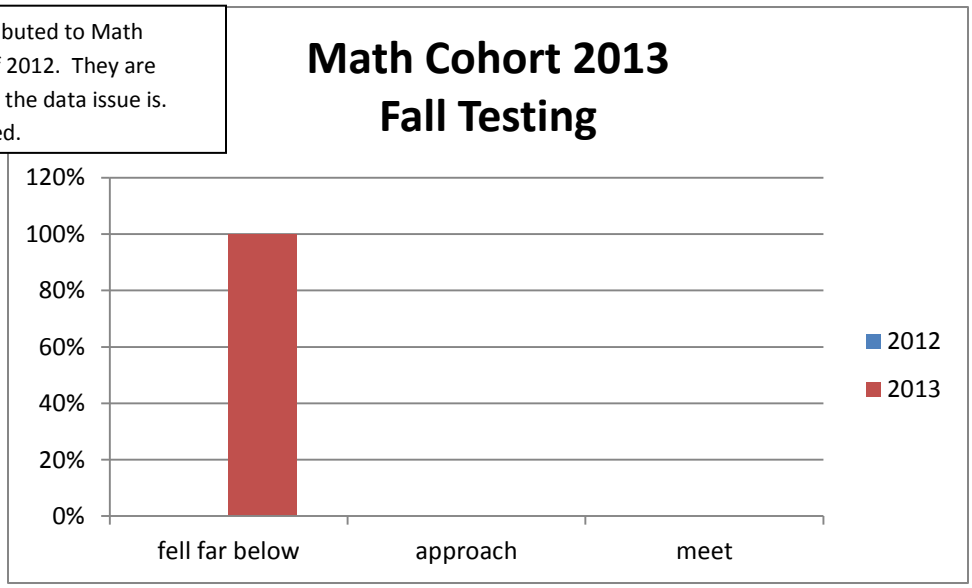
We rely on our partners and donations from those interested in seeing us achieve our goals to sustain our programs.

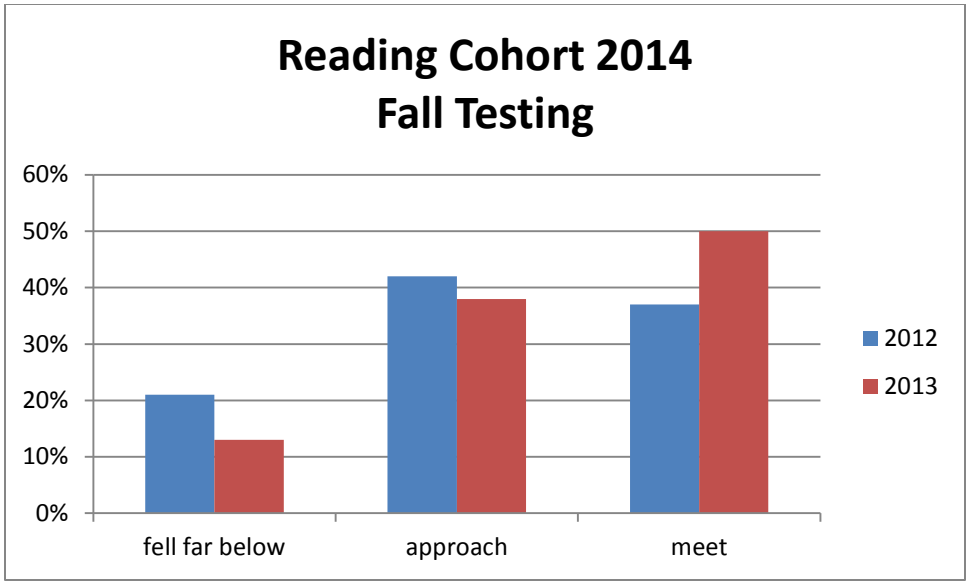
Year to Year Growth on AIMS

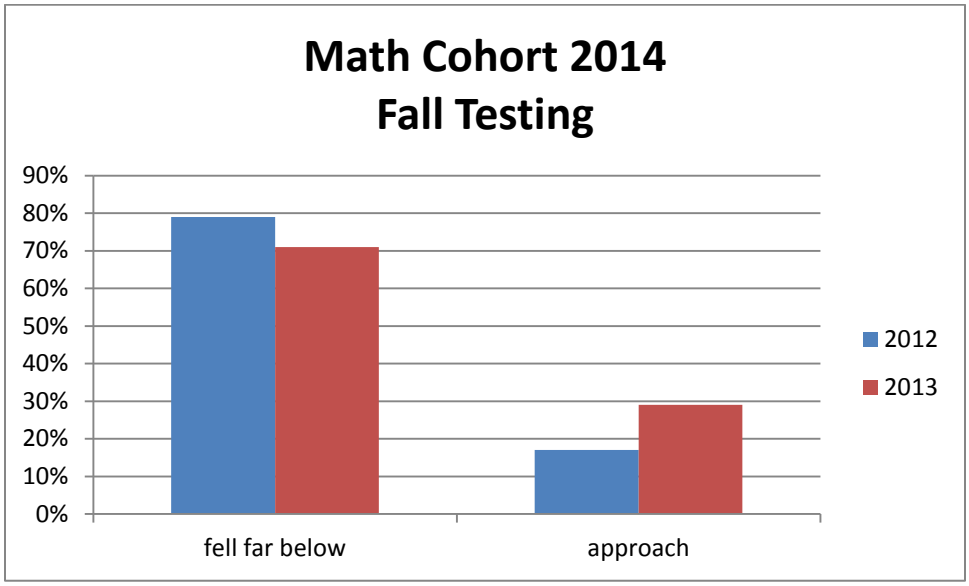
We have had positive growth in both reading and math for the cohorts who were assessed in 2012 to 2013 . We have also had positive growth by concept for the 2012 to the 2013 cohorts who tested year to year. Fall 2013 is from the beginning of this school year. Math tests are not yet back from this springs exam. Cohort 2015 only took AIMS in spring of 2013 and Cohort 2016 was assessed in spring of 2014.



The State has no data attributed to Math Cohort 2013 for the Fall of 2012. They are investigating to see where the data issue is. We did receive 100% tested.







Cohort 2014							
Strands /Concepts	**Number Possible**	**Fall 2012**	**Percent Average**	**Spring2013**	**Percent Average**	**Fall 2013**	**Percent**
Strand 1: Number and Operations	**5**	1.3	26%	1.5	30%	2.1	42%
Concept 1/2/3: Number Sense/Numerical Operations/Estimation	5	1.3	26%	1.5	30%	2.1	42%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	12	4.4	37%	5	42%	5.1	43%
Concept 1: Data Analysis	4	1.5	38%	1.9	48%	1.7	43%
Concept 2: Probability	4	1.3	33%	1.6	40%	1.6	40%
Concept 3/4: Systematic Listing and Countin/Vertex-Edge Graphs	4	1.5	38%	1.4	35%	1.9	48%
Strand 3: Patterns, Algebra and Functions	28	9.3	33%	9.5	34%	10.4	37%
Concept 1: Patterns	4	1.3	33%	1.8	45%	1.4	35%
Concept 2: Functions and Relationships	6	2.3	38%	2.4	40%	3.1	52%
Concept 3: Algebraic Representations	14	4.4	31%	3.8	27%	4.4	31%

Concept 4: Analysis of Change	4	1.3	33%	1.5	38%	1.4	35%
Strand 4: Geometry and Measurement	28	10.6	38%	9.8	35%	10.4	37%
Concept 1: Geometric Properties	11	3.9	35%	4	36%	4.9	45%
Concept 2: Transformation of Shapes	4	1.9	48%	1.4	35%	1.4	35%
Concept 3: Coordinate Geometry	7	2.3	33%	2.6	37%	2.3	33%
Concept 4: Measurement	6	2.5	42%	1.8	30%	1.9	32%
Strand 5: Structure and Logic	12	4	33%	4.3	36%	4.3	36%
Concept 1/2: Algorithms/Logic, Reasoning, Problem Solving, Proof	12	4	33%	4.3	36%	4.3	36%
	85	35%		35%		38%	

Cohort 2014					
Strands/Concepts	**Number Possible**	**Fall2012**	**Percent Average**	**Fall 2013**	**Percent Average**
Strand 1: Reading Process	8	2.9	36%	4.4	55%
Concept 4: Vocabulary	4	1.3	33%	2.6	65%
Concept 6: Comprehension	4	1.6	40%	1.8	45%
Strand 2: Comprehending Literary Text	18	8.4	47%	9.1	51%
Concept 1: Elements of Literature	14	6.6	47%	6.6	47%
Concept 2: Historical and Cultural Aspects of Literature	4	1.7	43%	2.5	63%
Strand 3: Comprehending Informational Text	28	13.5	48%	14.1	50%
Concept 1: Expository Text	12	5.9	49%	4.3	36%
Concept 2: Functional Text	8	4.3	54%	5.6	70%
Concept 3: Persuasive Text	8	3.3	41%	4.3	54%
Total	**54**	**46%**		**51%**	

2015 Cohort					
Strands /Concepts	**Possible**	**Spring 2013**	**Percent Average**	**Fall 2013**	**Percent Average**
Strand 1: Number and Operations	**5**	1.7	34%	1.5	30%
Concept 1/2/3: Number Sense/Numerical Operations/Estimation	5	1.7	34%	1.5	30%
Strand 2: Data Analysis, Probability, And Discrete Mathematics	12	4.6	38%	4.7	39%
Concept 1: Data Analysis	4	2.1	53%	1.9	48%
Concept 2: Probability	4	1.2	30%	1.3	33%
Concept 3/4: Systematic Listing and Counting/Vertex-Edge Graphs	4	1.3	33%	1.5	38%
Strand 3: Patterns, Algebra and Functions	28	8.6	31%	9	32%
Concept 1: Patterns	4	1.7	43%	1.4	35%
Concept 2: Functions and Relationships	6	2.4	40%	2.5	42%
Concept 3: Algebraic Representations	14	3.1	22%	3.9	28%
Concept 4: Analysis of Change	4	1.4	35%	1.3	33%
Strand 4: Geometry and Measurement	28	8.8	31%	10.1	36%
Concept 1: Geometric Properties	11	3.9	35%	4.7	43%
Concept 2: Transformation of Shapes	4	1.2	30%	1.7	43%
Concept 3: Coordinate Geometry	7	2.1	30%	2.1	30%
Concept 4: Measurement	6	1.6	27%	1.6	27%

Strand 5: Structure and Logic	12	3.8	32%	4	33%
Concepts 1/2: Algorithms/Logic, Reasoning, Problem Solving, Proof	12	3.8	32%	4	33%
	85	32%		34%	

Cohort 2015					
Strands/Concepts	**Possible**	**Spring2013**	**Percent Average**	**Fall 2013**	**Percent Average**
Strand 1: Reading Process	8	3.1	39%	3.5	44%
Concept 4: Vocabulary	4	1.7	43%	1.9	48%
Concept 6: Comprehension	4	1.4	35%	1.6	40%
Strand 2: Comprehending Literary Text	18	7.3	41%	9	50%
Concept 1: Elements of Literature	14	5.4	39%	6.3	45%
Concept 2: Historical and Cultural Aspects of Literature	4	1.9	48%	2.7	68%
Strand 3: Comprehending Informational Text	28	12.2	44%	13.4	48%
Concept 1: Expository Text	12	5.1	43%	5	42%
Concept 2: Functional Text	8	4.4	55%	4.8	60%
Concept 3: Persuasive Text	8	2.8	35%	3.7	46%
Total	**54**	**42%**		**48%**	

1a. SGP Math and Reading

For the last two years we have been unrated in Student Growth Percentile due to our small sampling size. Each of those years recorded as nonrated we have been successful in our Annual Measurable Objectives in all areas indicating that we are showing growth towards the 2020 expectation of 100% of student success.

Median Percentile Rank & Improvement		
Grade	**Reading**	**Mathematics**
10	30%	14.5%
All Students (across grades)	30	14.5
Median Percentile Rank -- All Students[2]	22	
Percent Improvement	17	
Total Growth and Improvement Points	39	

Curriculum

All purchased curriculum (text books for all subjects) are chosen by the Gila River Indian Community Tribal Education Department and purchased for the school by the Community. We receive classroom sets of materials for English and Math from this Department. VHM then aligns our online portion of our curriculum to the Gila River Indian Community Juvenile Detention and Rehabilitation Center (JDRC) and to the text provided. It is important to the Community and is part of our vision and mission that our students do not miss out on education during incarceration. The best way to ensure any student who is incarcerated cannot lose a continuum of education was to align the schools online materials to the same online curriculum that was purchased by JDRC or approved by JDRC for use in the Detention Center. This choice is dictated by our mission to serve these students and is a large contributor to our alternative status. JDRC has very strict guidelines for the type of online curriculum they will accept. We've adopted Acellus this year for of our curriculum both as the primary curriculum for our English and Math but also as our credit recovery. We use Acellus as a primary material to a teacher led curriculum for our content areas. Teachers create syllabi for each class filled with online assignments that

match the Arizona Common Core Standards the teacher is teaching. Each of our courses is outlined for the entire credit based on the ACCRS standards necessary for mastery. When a student enters VHM they are placed into the course required based on the number of credits that they're coming to us with coupled with the courses they have not yet completed that are required by the State of Arizona and our school for graduation..

Students enter VHM needing one of three types of educational pathways. The first path is credit recovery, the second pathway is traditional on track towards graduating and the third is our independent study. Students are placed in a credit recovery courses taught online by highly qualified Arizona approved teachers that ensure they are receiving the credits they need to catch up. The second set of students comes to us short of credits but not meeting the need of credit recovery that the first group needs. This second set of students is placed in a program of instruction that allows them to be on track to graduate with their cohort year. The curriculum used is a blended technology curriculum using the teacher as the expert in the classroom and Acellus as the material to be learned. The independent study group is similar to credit recovery but has students working one on one with their accredited tutor in Acellus with additional assignments completing the same requirements as the traditional tract.

Students are pretested in Acellus to ensure correct placement in coursework. Students are given an Acellus pretest and then placed in the grade level of their ability and required to complete all course work up to and including Algebra 1, Algebra 2, Geometry and Math for College. Students not proficient in reading grade level materials are placed in a reading remediation course taught by a Title 1 teacher for an elective credit alongside their required English class.

Monitoring of Instruction for Reading and Math

All teachers are required to turn in their syllabi for the entire semester prior to the beginning of the coursework. These syllabi are applicable for the entire school year. Common core standards identified by Acellus are comprehensive and the lessons are aligned to ensure the teacher is covering all standards. These syllabi are in a premade template created by the Principal for use in all classes. Teachers are required to turn these in prior to the beginning of the next term. These syllabi are checked to ensure they cover the standards and that they are comprehensive enough that a student in an independent study program knows exactly what is required for them to earn the credit for the class.

Each teacher is observed formally twice a year. Forms are filled out during a preconference regarding their goals and their needs for personal growth in terms of professional development. A post conference is also conducted to ensure these teacher's goals are met and teachers are aware of how they scored. This evaluation is 20 pages long and is broken up into three sections. Section A is based on AIMS (the growth model) and is worth 33% of the point total. Section B is worth 50% and is based on the 10 Principals of INTASC or Interstate New Teacher Assessment and Support Consortium an iNACOL Elements or Quality Standards for National Online k-12 Teaching.

The 10 required principles teachers are evaluated on are:

Principle #1:

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2:

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3:

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners

Principle #4:

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5:

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6:

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7:

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #8:

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9:

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10:

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Section C is the last 17% and is the teacher's impact on a series of five goals set by the school. The five goals are chosen by the Governing Board and are based on attendance rate, graduation rate, parent involvement, percent tested, and overseeing service learning projects. Each section of the evaluation is assigned points and the total number of points determines the teachers rating.

In addition to the formal observation we use walk through observations created by Dr. Kate Kinsella. These walk-through observations evaluate the teacher behavior, the classroom environment and the student behaviors. The observation is followed by a goal set for the next lesson; identifying an area that needs improvement that can be observed with a follow up done randomly. Teachers who do not consistently master our walk-throughs are coached for improvement but can be written up if they are not continuously improving.

Assessment

Our strategy for assessment is to use it to guide instruction (formative) and to evaluate the data learned from the results to change curriculum, instruction and professional development (summative). All of our formative assessments are designed to provide the immediate, explicit feedback useful for helping teachers and students during the learning process. Formative assessment is a tool to continually evaluate students' academic needs and development within the classroom and will be happening consistently to ensure that local benchmark assessments and state-mandated summative assessments are easily mastered at the completion of the grade level.

Teachers who engage in formative assessments give continual, explicit feedback to students and assist them in answering the following questions:

1. Where am I going?
2. Where am I now?
3. How can I close the gap between the two?

In order to show students how to close the gap between where they are academically and where they want to be, teachers must help students evaluate their progress in the learning process and give them explicit, descriptive feedback specific to the learning task. Students who receive less than 70% on an Acellus assignment or test must have their lesson "reset" for the assignment. The assignment must be redone. Once the assignment has been "reset" twice the student must appear for a tutoring session and a review of their notes.

Formative assessments we use are:

- Observations
- Questioning
- Discussion
- Cornell Notes
- On line Assessments
- Practice Presentations
- Visual Representations
- Kinesthetic Assessments (labs)
- Quizzes

For our summative assessments we use:

- Galileo benchmark assessments
- Acellus pretests, midterms and finals
- NWEA
- AIMS.

VHM Testing Calendar 2013-2014				
AIMS Tests				
FALL 2013		**Spring 2014**		
Tu. Oct. 22	Writing	Mo. Feb. 24	Writing	
We. Oct. 23	Reading	Tu. Feb. 25	Reading	
Th. Oct. 24	Mathematics	Tu. Apr. 8	Mathematics	
		We. Apr. 9	Science	
Galileo				
Two week windows				
Pretest	CBAS#1	CBAS#2	CBAS#3	Posttest
Aug 12-23	Sep30-oct 11	Feb 13-24	Mar 17-23	May 12-23
NWEA				

Fall	Winter	Spring
Not implemented	Not implemented	Mar 24-28
PARCC Field Test		
Performance Based Assessment (PBA)		End Of Year (EOY)
March 24- April 24, 2014		May 5-June 6, 2014

Professional Development

Our strategy for improving professional development is to use it to raise teachers to the proficiency level where they can actively challenge students to achieve higher academic growth than they have ever done previously. Leadership training for all administration and our governing board has been a priority for VHM during the last three years as well. At the beginning of the year the teachers and administration created a yearlong calendar for professional development. This calendar was based on the AIMS scores, acquiring Galileo and our being a D-Alt. School. We had 2 weeks prior to school starting of training as well. These included the mandatory SPED training, data training on the AIMS data and the Galileo assessments, and a refresher course on Common Core standards. We also participated in the Tribal Educational Departments mandatory training in August. Each year we ask every staff member to complete an evaluation on another staff member. These are called 360 Peer Reviews. The purpose of these reviews is to choose areas for professional development based on needs identified by our staff. This review is done electronically through Survey Monkey and the results are shared with the person being evaluated, the Principal and the School Board. We established "themes" or areas of focus for professional development based on Tribal requirements, new legislation, teacher input and areas identified by administration during walk-throughs as necessary for increasing students' academic achievement.

Our themes are:

- Conferences
- Health and Safety
- Culture and Indigenous Language
- Special Education
- McKinney Vento
- Common Core Standards
- Common Core Content English Language Learners
- Classroom Instruction and delivery
- Academic Progress and Measurement
- Teacher Evaluations
- NSLP
- Parent PD
- Administrative Leadership

Professional Development Calendar

Dates	Conferences	McKinney Vento	Classroom Instruction and delivery	Administrative Leadership
Feb-13	K-12 Academic Standards O'Otham Teacher, Social Studies Teacher, Math Teacher, Operations Manager			
Jun-13	*Leading Change: Principal, Assistant Principal, Operations Manager			
Aug-13			Staff PD on use of iPad to utilize applications to facilitate students learning outcomes. Use of apps such as Educreations, Common Core, and Prezi.	
Oct-13			Teach Like a Champion Webinar-Principal, Assistant Principal, O'Otham teacher, tutor, Operating Manager, Math Teacher, English Teacher	
Oct-13			Effective Teaching Strategies-Harry and Rosemary Wong-Principal, Assistant Principal, O'Otham teacher, Math Teacher, Operations Manager, English Teacher	
Nov-13			Text Complexity in Your Classroom-English Teacher	
Nov-13	Business Summit-Arizona Charter Schools Associations-Operations Manager		Business Summit-Arizona Charter Schools Associations-Operations Manager/CTE	

1b. SGP bottom 25%

Reading: Green

Math:

Our bottom 25% of our students have been identified by students who are behind in credits based on their cohort year and students who are in our credit recovery program. Last year we grew from 0% improvement in 2012 to 5.5% in 2013. While this increase was not enough we identified the issues and are working on their improvement.

Curriculum

The Gila River Indian Community Tribal Education Department purchased in 2010, books for all high schools on Gila River Indian Community. A full set of brand new text books was provided for Algebra 1, Geometry, and Algebra 2 and all four English classes. Acellus is used in each of the core class lessons. The textbooks are used as resources for all core

content classes taught by the teacher of record and used to support the Acellus curriculum For our at risk students we have created a new plan this year in math. Previously students took Algebra 1 until they were successful. This year all students are taking Geometry in their sophomore year or just before AIMS if they have not yet passed it. Exposing all students to both Geometry and Algebra has given a better overview on AIMS focused standards to students prior to assessment. This is shown below in the 2% increase in concept based scores. Specifically you can see the growth in Cohort 2015 scores from Spring of 2013 to Fall of 2014 (given in October 2014)

Strand 4: Geometry and Measurement	28	8.8	31%	10.1	36%	+5%
Concept 1: Geometric Properties	11	3.9	35%	4.7	43%	+8%
Concept 2: Transformation of Shapes	4	1.2	30%	1.7	43%	+13%
Concept 3: Coordinate Geometry	7	2.1	30%	2.1	30%	same
Concept 4: Measurement	6	1.6	27%	1.6	27%	same

This school year we have also hired a Math Interventionist. This teacher specifically oversees a program we have created called individual concept tutoring. Students who are struggling with individual concepts on Acellus in the Credit Recovery Program and the Independent Study Program are placed with the math interventionist. This process allows students to receive one on one intervention help with concepts they need to master to go on with their program. We also work with our students in the traditional environment. Our Math teacher leads small group instruction and conducts remediation during the class periods for students who are struggling with specific concepts.

Instruction

The monitoring of instruction remains constant throughout our systems.

Assessment

The dissemination of data from the AIMS results and the use of the *Instructional Analysis Tool* provided by the Arizona Charter School Association to determine our focus at the beginning of this school year gave us a clearer indication of the direction we needed to be focused on through this year. The goal was to increase growth of all students in Reading and Math. We identified the need to get them one level from where they were at the start of school (falls far below to approach, approach to meet) to the next level. For students who were testing as Sophomores our goal was for 40% passing (from 30% passing in 2013) in Reading and 20% passing in Math (up from 14.5% prior year). Assessments were used to measure students' progress towards our goals.

The Sophomores in 2015 in Reading (Math scores are not yet back) had 1 student Falling Far Below, 9 students Approaching, and 6 students meeting. The Average scale score for 10th grade reading was 663.3125. The Sophomores in 2016 had no students falling far below, 8 students approaching and 7 students meeting. The Average scale score for 10th grade reading in 2016 was 671.4.

The Galileo assessment has been providing information to us on our benchmark assessments for the last two years. Thus far this year we have administered three tests. The first test was a pretest and the next two were benchmark tests. We did not have enough consistent data amongst the same students to indicate the growth positive or negative during this year using Galileo but we did have good AIMS data from October 2013 test. We also administered the NWEA exam in March but had no other benchmark to compare it to until next year.

Evaluation Professional Development	
April 2014	TAP Teacher Evaluations and Performance-Based Compensation Principal and Assistant Principal

Professional Development

Our professional development focused specifically on improvement by the integration of the Galileo assessment into our curriculum and teaching teachers to read and understand the data. Our goals for our Title 1 Program included creating a solid foundation of using data to guide instruction. The majority of this Professional Development began in February as that was the second benchmark assessment. This gave our teachers data to discuss and evaluate in a professional development setting. We specifically held one Professional Development strictly for the Math data.

Dates	Academic Progress and Measurement	Attended
January 2012	Using Students Performance Measures in a Comprehensive System to Improve Teaching and Learning Summit II-	Principal
May 2012	33 Minute Data Dialogue Training	Math Teacher
January 2013	Academic Framework & Demonstration of Sufficient Progress Workshop	Assistant Principal
September 2013	Fall 2013 AIMS HS Pre-Test Workshop	Principal, Assistant Principal
November 2013	Staff Meeting, PD on Staff hours of work, how to use iPad calendar to document PD opportunities and leave. First call for New syllabi for next block of classes.	
November 2013	Math Teacher PD: Math PD on interpreting the students Galileo Scores by concepts.	Given by Mr. Toyekoyah
January 2014	Admin PD: interpretation of Galileo and AIMS Data for making future curriculum changes. **And ADE Assessment Webinar: preparing for spring PARCC Assessment.** Test Coordinator PD: AIMS/Stanford 10 Pre-test Workshop w/ADE	
February 2014	Teacher PD: Math PD on analysis of Galileo data	

April 2014	AZ Charter Board Meeting to prepare for upcoming Charter School Demonstration of Sufficient Progress (DSP) for our charter renewal.	Principal, Assistant Principal, Operations Manager

2. Proficiency

2a. Percent Passing

This year in Percent Passing we increased in Math from 0/19.7 to 7/19.1. As the state average went down, we went up. The percent passing in Reading climbed from 24/48.5 to 42/50.5. This reading increase was well above the state average.

Reading and Math:

Curriculum:

Our curriculum is based on an online program -Acellus. Upon entering our school, students are placed in one of three tracts. The traditional tract: students receive the syllabus and attend a class with a teacher who monitors their progress and steps in whenever needed; a credit recovery tract: 100% independent except for math intervention when necessary; and the Independent study tract for students who entered too late to be with the traditional students but want full credit and will accomplish the same amount of tasks in a shorter period of time. Students who are identified by the AIMS or the Galileo or who are struggling in English are placed in a remedial reading course in addition to their tracts. This remedial reading course is taught as an elective for the lowest performing students. Students may enter the class because they have previously failed English or AIMS, because their Acellus scores indicate they need the additional instruction or on teacher or student recommendation. The remedial course is taught using Fisher and Frey: Literacy for Life and Dr. Kate Kinsella Academic Vocabulary 1 and 2.

Monitoring Instruction:

Monitoring of Instruction is consistent amongst all systems.

Assessment:

The assessment remains consistent with the Bottom 25% description.

Professional Development:

Our program changed this year with the increase in assessment and the introduction of the Common Core Standards. Professional Development was really dictated for us with the introduction of these elements to our strategic plan for professional development for the year.

Dates	Common Core Standards	Common Core Content
February 2013	Common Core Math Workshop-Assistant Principal	
August 2013	Common Core @TED Principal and Assistant Principal	

October 2013	Making Sense of the Common Core Reading Appendices-English Teacher	
November 2013		Are your Reading Units or Lessons Common Core Worthy. Principal, English Teacher
November 2013		Are your Mathematics Units or Lessons Common Core Worthy. Assistant Principal, Math Teacher

2b. Subgroup ELL

We have no ELL students.

2b. Subgroup FRL

We have almost 100% free and reduced population. All systems that exist incorporate this fact.

2b. Subgroup SPED

We have six Special Education students. Two of our Special education students were participating in alternative placement outside of our school campus due to the depth of their needs. We contract for services with an agency but use a full inclusion model for instruction for students as their needs are defined by their IEP. Our contracted instructor is on site one and a half days a week. Gila River Behavioral Health partners with us to provide full time one on one aides for our emotionally disabled students in our special education program. These aides are "life coaches" whose role is to help these students manage in the stresses of the classroom. We currently have two life coaches that provide this service for our identified students.

Curriculum

The special education department uses a variety of resources for reading and math. Due to the number of students serviced in reading and math (6 total), the variety of ages, and scope of IEP goals, various instructional supports are used by the special education teacher to target IEP goals in reading and math. Our students have Specific Learning Disabilities, Intellectual Disabilities, and emotionally disabilities within our population. Acellus is used for instruction however Acellus is modified for need and ability. Acellus provides a parallel modified and accommodated version that differs in language density and word density as well as number of problems to accommodate need and goals for our identified students. The Special Education teacher has access to all SPED student scores and can create materials to supplement instruction. The Special education department also meets with the general education teachers to verify what standards are being focused on in the classroom. Special education staff then plans lessons that support the general education teacher and align what is being taught in the classroom if necessary. The special education department also reviews grade level syllabi and online tasks to help keep them closely aligned to the general education classroom. Assignments are modified by the online program to the student's ability level and special need.

Instruction

Currently the special education department is servicing six students. Our School embraces the philosophy of full inclusion, believing that special education students can best be educated in the regular classroom exposed to all grade level standards and supplemented with our special education contractor.

- Inclusion is the underlying philosophy by which all students are educated.
- All students are educated full time in the general education classroom as dictated by the least restrictive environment on their IEP.

- All students learn and develop individually and the curriculum is modified or adapted to allow students to progress at their individual rates. Students are not penalized for the inability to progress at grade level.
- General education teachers assume responsibility to teach and meet the cognitive, affective and social needs of all students with special education teachers and staff providing support.

Progress Reports are sent home quarterly on each of our special education students from the contracted special education provider. Any person with concerns regarding a special education student on the student's team may call a meeting at any time to review and modify the existing goals.

Identified students are given the same syllabi and assessed using Acellus to find current levels. Students begin at their current level and work forward to reach grade level standards. Assignments are shortened, retaught, or eliminated based on individual need and goals. Progress with these students is maintained with the special education contractor.

Assessment

All special education students are assessed the same as a general education student to track growth. The only alteration from our schedule is for students who have it written in their IEP's otherwise and are not assessed for growth with our general education population.

Professional Development

Special Education Professional Development		
May 2012	AD/HD Insights and Solutions-	Operations Manager/CTE
October 2013	Arizona College and Career Ready Standards for Students with Disabilities-Math Teacher, English Teacher, Principal, Assistant Principal, Operations Manager	Math Teacher, English Teacher, Principal, Assistant Principal, Operations Manager
October 2013	Transitioning to Arizona's College and Career Ready Standards for Students with Disabilities-Math Teacher, English Teacher, Principal, Assistant Principal, Operations Manager, O'Otham teacher, Tutor	Math Teacher, English Teacher, Principal, Assistant Principal, Operations Manager, O'Otham teacher, Tutor

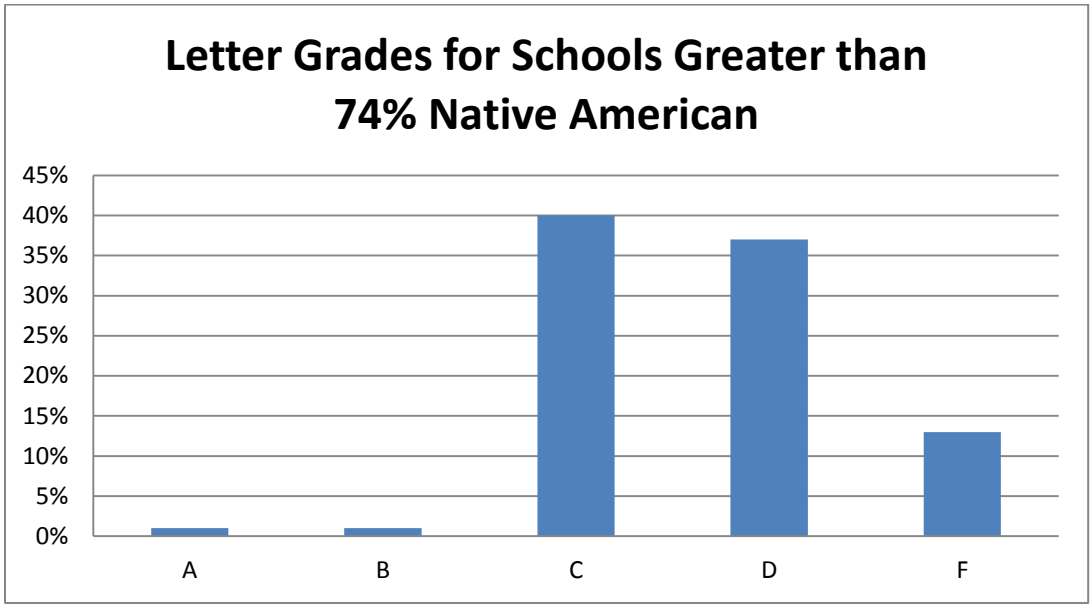
3. State Accountability

3a. State Accountability

Our letter grade for this year was a 'D-Alternative School'. We currently have 75 students in an alternative education environment. We are almost 100% free and reduced and we are in a tribal environment that carries additional requirements for students in terms of additional course work in language and culture. The data for our population and the students we serve as well as the unique requirements of serving in a sovereign tribal nation must be taken into consideration in our accountability and in the progress we are making.

County	Number of Native Students	Percent of Native Students in County	Percent of Native Students in State	Neighboring Reservations
Pinal	2846	6.4%	5.9%	Tohono O'odham Nation, Gila River Indian Community, Ak-Chin Indian Community, San Carlos Apache

Figure 27: Percentage of High and Low Density Schools Achieving Letter Grades, 2013



While we are slightly below the curve we have systems in place for monitoring instruction to improve academic achievement by giving frequent feedback and attempting to get high quality teachers in our area. We are working on professional development by training all of our teachers throughout the year in the newest trends and best research based practices to increase achievement and we are implementing multiple assessments to ensure that our students are on track for learning and mastering their grade level standards. Our data is showing consistent growth from last year to this year and our use of our assessment tools is improving with continued training.

Table 12: Percentage of Special Education Students in All Schools 2013, by Race/Ethnicity

	Number of Non-SPED	Number of SPED	Total	Percent SPED
Native American	53870	7839	61709	14.6%
Asian	30817	1708	32525	5.5%
African American	57459	7435	64894	12.9%
Hispanic	473945	51198	525143	10.8%
Multiracial	20646	2177	22823	10.5%
Pacific Islander	2999	222	3221	7.4%
White	456272	50556	506828	11.1%
Total	**1096012**	**121136**	**1217148**	**11.1%**

4. Graduation

4a. Graduation

Green

4b. Academic Persistence

Dark Green